nederlands

Dutch

Language Guide

July 2015
Dutch 1.2
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Dutch
Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

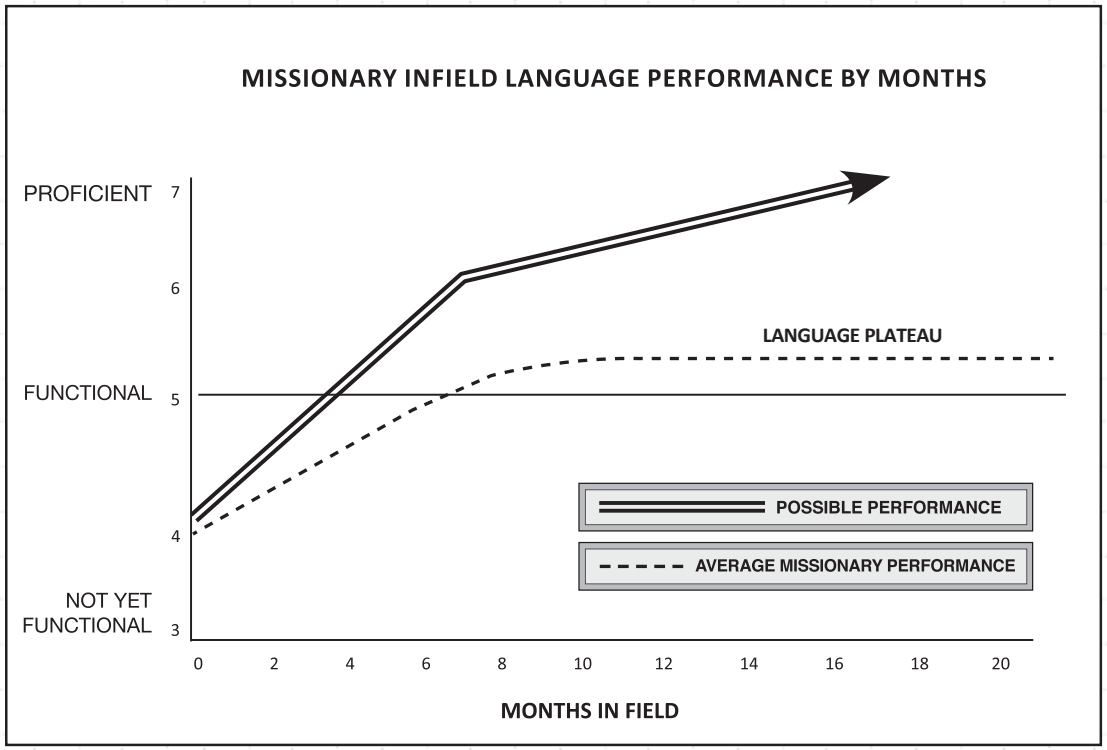
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



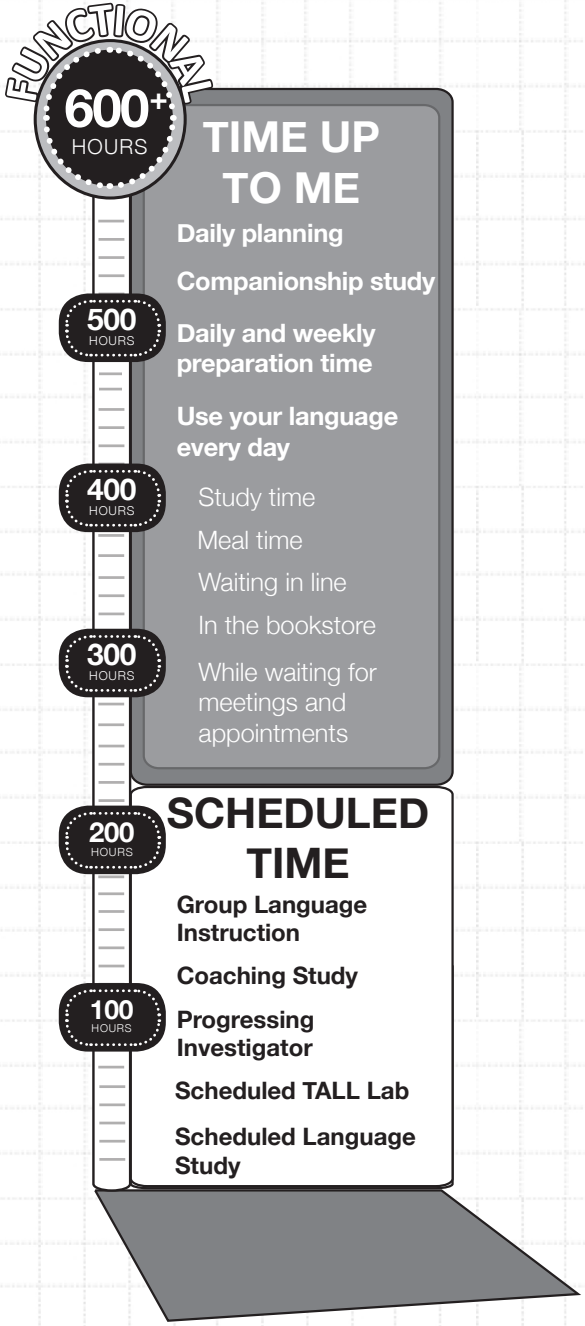
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

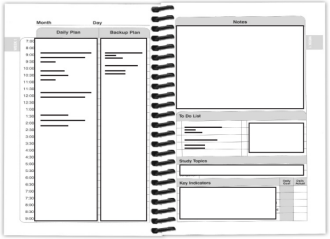
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

What do you see in these sample plans that you hadn't considered?

My Language Study Plan

This week's goals: [WHAT]

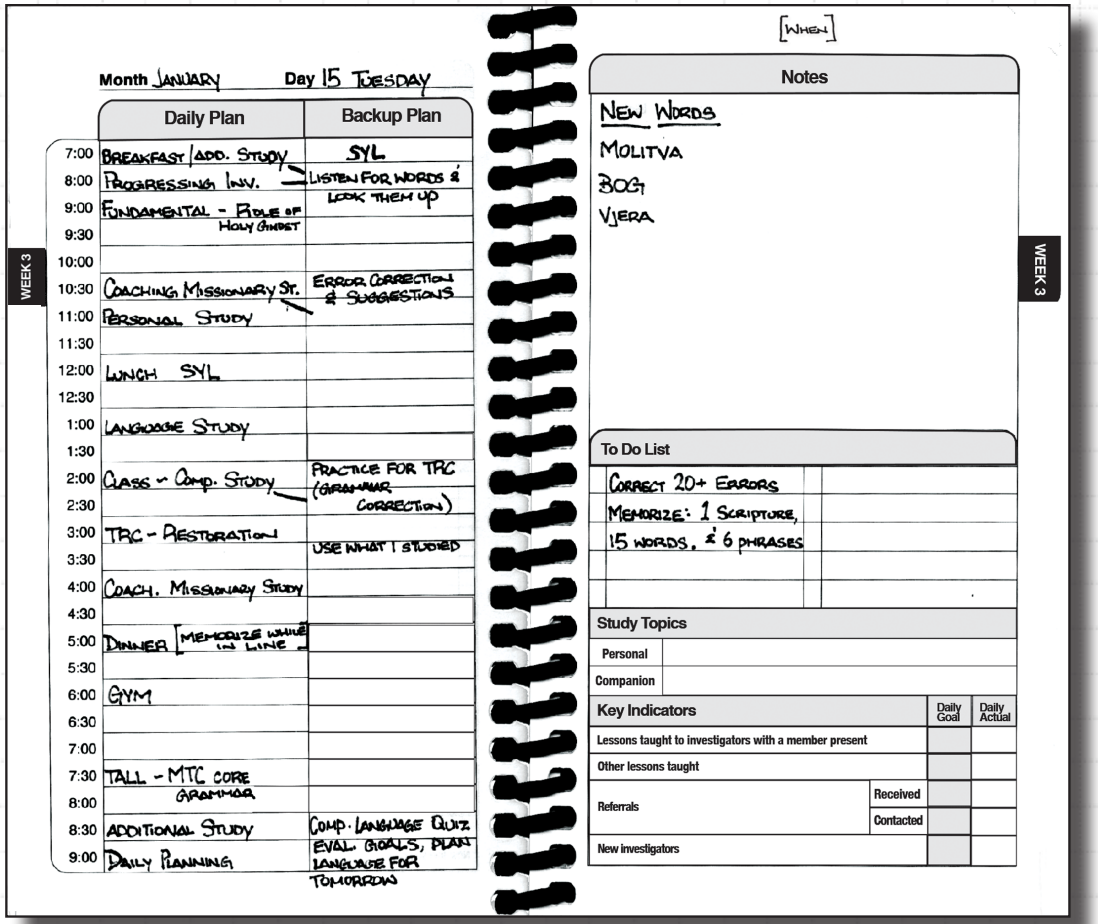
- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [HOW]

- Use every moment well
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (go for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [WHY]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.



[WHEN]

Month January Day 15 Tuesday

	Daily Plan	Backup Plan
7:00	Breakfast / add. study	SYL
8:00	Progressing Inv.	Listen for words & look them up
9:00	Fundamental - Bible of Holy Ghost	
9:30		
10:00		
10:30	Coaching Missionary St.	Error correction & suggestions
11:00	Personal study	
11:30		
12:00	Lunch SYL	
12:30		
1:00	Language study	
1:30		
2:00	Class ~ Comp. Study	Practice for TRC (grammar correction)
2:30		
3:00	TRC - Restoration	
3:30		Use what I studied
4:00	Coach. Missionary Study	
4:30		
5:00	Dinner [memorize while in line]	
5:30		
6:00	Gym	
6:30		
7:00		
7:30	TALL - MTC core grammar	
8:00		
8:30	Additional study	Comp. language quiz
9:00	Daily planning	Eval. goals, plan language for tomorrow

WEEK 3

Notes

New words
Molitva
Bog
Vjera

To Do List

Correct 20+ errors
Memorize: 1 scripture, 15 words, & 6 phrases

Study Topics

Personal
Companion

Key Indicators		Daily Goal	Daily Actual
Lessons taught to investigators with a member present			
Other lessons taught			
Referrals	Received		
	Contacted		
New investigators			

WEEK 3

EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (If she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

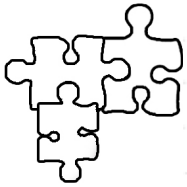
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.

STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.

QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

Tener (Common Expressions) (*Spanish for Missionaries*, p. 25)

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	**tenemos** *(we) have*	**mucho(a)** *very*	**miedo a/de** *afraid (of)*	**hablar a las personas** *of talking to people*
tienes *(you) have*	**tenéis** *(you all) have*	**poco (a)** *a little*	**ganas de** *to feel like doing something*	**ser rechazado** *of being rejected*
tiene *(you) have*	**tienen** *(you all) have*		**diecinueve años** *nineteen years (old)*	**estar en esta área** *of being in this area*
tiene *(he/she) has*	**tienen** *(they) have*		**sueño** *to be sleepy (tired)*	**ser un misionero** *of being a missionary*
			hambre *hungry*	**enseñar a las personas** *of teaching people*
			sed *thirsty*	**predicar el evangelio** *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no)
How much
Sí,
Yes,
No,
No,
¿Por qué
Why
Porque
Because

¿Tiene mucho sueño?
Are you very sleepy?
Sí, tengo mucho sueño.
Yes, I am very sleepy.
No, no tengo sueño.
No, I am not sleepy.

¿Cuántos años tiene?
How old are you?
Tengo diecinueve años.
I am nineteen years old.

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.

ENGLISH GRAMMAR TERMS

"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."

ARTICLE
the (definite); **a/an** (indefinite)

NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"

PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)

CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)

ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)

VERB
an action; also an event or state of being.

POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)

ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.

PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Vocabulary (30 min):

Review the following vocabulary from your in-class instruction.

Nouns	
het gezin	*family (spouse and children)*
de familie	*family (extended)*
de broer	*brother*
de zus	*sister*
de zendeling	*missionary*
de collega	*companion/colleague*
de zending/missie	*mission*
de Bijbel	*Bible*
Het Boek van Mormon	*The Book of Mormon*
het geloof	*religion/faith/belief*
de morgen/ochtend	*morning*
de middag	*afternoon*
de avond	*evening*

Verbs	
heten	*to be called (a name)*
vertellen	*to tell*
gaan	*to go*
komen	*to come*
spelen	*to play (a game, a sport, an instrument)*
hebben	*to have*

Pronouns	
ik	*I*
u	*you (formal)*
jij	*you (informal)*
hij	*he*
zij	*she/they*
wij	*we*
jullie	*you (plural)*
God	*God*
Jezus Christus	*Jesus Christ*
hemelse Vader	*Heavenly Father*

Numbers	
een	*one*
twee	*two*
drie	*three*
vier	*four*
vijf	*five*
zes	*six*
zeven	*seven*
acht	*eight*
negen	*nine*
tien	*ten*
elf	*eleven*
twaalf	*twelve*

Review:

Immediate Review:

Using this task, get to know your investigator. Find out about his or her life and his or her beliefs.

Practice:

Introduce yourself in Dutch to three missionaries that are not in your district. Have your companion practice translating for you as you introduce yourself.

Greetings - 1
Goede dag. *Good day.* **Hallo/Hoi.** *Hello/Hi.*

Greetings - 2
Hoe is het (met u)? *How is it (with you)?* **Hoe gaat het?** *How goes it?* **Goed. En met u?** *Good. And with you?* **Prima.** *Great.*

Farewells
Tot ziens. *Goodbye.* **Fijne dag (verder).** *Fine day (further).* **Hetzelfde!** *Same (to you)!*

Subject Verb/Verb Subject...?	Object/Prep. Phrase
Ik ben/Ben ik...? *I am/Am I...?* **U bent/Bent u...?** *You are/Are you...?*	**Elder/Zuster _____.** *Elder/Sister _____.* **een zendeling.** *a missionary.* **gelovig.** *religious.*
Ik heb/Heb ik...? *I have/Have I...?* **U heeft/Heeft u...?** *You have/Have you...?*	**broers en zussen.** *brothers and sisters.* **kinderen.** *children.* **een gezin.** *a family.*

Dit	is	Object
Dit *This*	**is** *is*	**mijn collega.** *my companion.* **mijn familie.** *my family.*

Verb	Subject	over	Object
Vertel *Tell*	**mij** *me* **ons** *us*	**over** *about*	**uzelf.** *yourself.* **uw hobbies.** *your hobbies.* **uw geloof.** *your religion/faith.* **uw gezin/familie.** *your family.*

Question	
Waar komt u vandaan? *Where come you from?*	
I am from	**Place**
Ik kom uit *I come out*	**Utah.** *Utah.* **Californië.** *California.* **Amerika.** *America.*

Question	
Waar gaat u op zending? *Where go you on mission?*	
I go to	**Place**
Ik ga naar *I go to*	**Nederland.** *the Netherlands.* **België.** *Belgium.* **Suriname.** *Suriname.*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
de profeet	*prophet*
de Heilige Geest	*Holy Ghost*
het geloof	*faith*
het evangelie	*gospel*
de kerk	*church*
het antwoord	*answer*
de afspraak	*appointment*
de kinderen	*children*
de vertegenwoordiger	*representative*
de waarheid	*truth*

Verbs	
zijn	*to be*
leiden	*to lead*
onderwijzen	*to teach*
leren	*to learn*
prediken	*to preach*
verwachten	*to expect*
verlangen	*to desire*
houden van	*to love*
kennen	*to know (a person)*

Review:

Immediate Review:

Think of how this task can help you convey your purpose to an investigator, then practice the sentence structure in the task by stating your role as a missionary, asking a few thought-provoking questions, and providing a few simple statements of truth.

Grammar Help:

There are many important grammatical functions in this task. The most important structure is how the subject causes a verb to conjugate. Familiarize yourself with the pattern you use for verb conjugations in your language study by using this language guide and other resources.

Additional Practice:

Practice a short lesson by using the phrases in this task. Pick an objective for your next lesson (for example: We want our investigator to feel that God loves him or her and that he or she can approach Him through prayer and the scriptures), then use the sentences in the task to be able to accomplish your goal.

Subject	Verb	Object
Wij *We*	**zijn** *are*	**zendelingen.** *missionaries.*
Ik *I*	**ben** *am*	**Elder/Zuster _____.** *Elder/Sister _____.*

Subject	Verb	Object
God *God* **Jezus Christus** *Jesus Christ* **De Heilige Geest** *The Holy Ghost* **Hij** *He* **De profeet** *The prophet*	**kent** *knows* **houdt van** *loves* **inspireert** *inspires* **helpt** *helps* **leidt** *leads*	**u.** *you.* **jullie.** *you (plural).* **ons.** *us.* **families.** *families.* **de kerk.** *the church.*

Subject	Verb	Object
Profeten *Prophets* **Zendelingen** *Missionaries* **De schriften** *The scriptures* **De apostelen** *The apostles*	**onderwijzen** *teach* **leren** *learn/teach* **prediken** *preach*	**het woord van God.** *the word of God.* **de waardheid.** *the truth.* **evangelie beginselen.** *gospel principles.*

Question	is	Object	?
Wie *Who* **Wat** *What*	**is** *is*	**God** *God* **de Heilige Geest** *the Holy Ghost* **een profeet** *a prophet* **waarheid** *truth* **geloof** *faith/religion*	**voor u?** *for you?*
Waarom *Why*			**Adjective** **belangrijk?** *important?* **nodig?** *necessary?*

Wat	Verb	u	van	Object
Wat *What*	**verwacht** *expect* **wilt** *want* **verlangt** *desire*	**u** *you*	**van** *of/from*	**ons?** *us?* **deze afspraak?** *this appointment?* **God?** *God?*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
het gebed	*prayer*
het antwoord	*answer*
de vraag	*question*
de openbaring	*revelation*
de inspiratie	*inspirtation*
de kracht	*strength*
de gezondheid	*health*
de taal	*language*
de leiding	*guidance*
de onderzoeker	*investigator*
de waarheid	*truth*
het voorbeeld	*example*
de gelegenheid	*opportunity*
de liefde	*love*
de familie	*family*
het geduld	*patience*

Verbs	
vragen	*to ask*
danken	*to thank*
zeggen	*to say*
bidden	*to pray*
zegenen	*to bless*
leiden	*to lead*
leren	*to learn*
willen	*to want*
geven	*to give*
zijn	*to be*
luisteren	*to listen*
begrijpen	*to understand*
groeien	*to grow*
houden van	*to love*

Review:

Immediate Review:

Pray in Dutch today in your companionship study as well as one other time during the day.

Grammar Help:

* (Reference from the next page) Typically, wilt/willen means ‘to want’, but in this context it is more like “would”. Compare praying in English using “Wilt thou bless us...?”

Additional Practice:

Each day, try to expand and enrich your prayers by adding new vocabulary found in your *Vocabulary and Phrases Dutch Book.* Think of your family, friends, and investigators, and create new sentences to add to your prayers. Your prayers will become more meaningful and sincere to you, your investigators, and to God.

Beginning a Prayer	
Geliefde *Beloved* **Lieve/Dierbare** *Dear* **Onze** *Our*	**hemelse Vader** *Heavenly Father* **Vader in de hemel** *Father in heaven* **Vader** *Father*

Subject	Verb	Object	voor	Possessive	Object
Ik *I*	**dank** *thank*	**u** *you*	**voor** *for*	**mijn** *my*	**familie(s).** *family(~ies).*
Wij *We*	**danken** *thank*			**onze** *our*	**zegeningen.** *blessings.*

Subject	Verb	Adverb	voor	Object
Ik *I*	**ben** *am*	**dankbaar** *thankful*	**voor** *for*	**de Heilige Geest.** *the Holy Ghost.*
Wij *We*	**zijn** *are*			**uw liefde.** *your love.*

Subject	Verb	Object	for	Object
Ik *I*	**vraag** *ask*	**u** *you*	**om** *for*	**inspiratie.** *inspiration.* **de gave van talen.** *the gift of languages.*
Wij *We*	**vragen** *ask*			**geloof.** *faith.* **de Heilige Geest.** *the Holy Spirit.*

Verb 1	Subject	Object	Verb 2		
			leiden? *lead?* **helpen?** *help?*		
			met	**Object**	**Verb 2**
Wilt* *Would*	**u** *you*	**mij** *me* **ons** *us* **hem/haar** *him/her* **onze onderzoeker(s)** *our investigator(s)*	**met** *with*	**antwoorden** *answers* **gezondheid** *health*	**zegenen?** *bless?*

Closing a Prayer	
Dit zeggen wij/Dit zeg ik *This say we/This say I*	**in de naam van Jezus Christus, amen.** *in the name of Jesus Christ, amen.*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
het gebed	*prayer*
het antwoord	*answer*
de vraag	*question*
de openbaring	*revelation*
de inspiratie	*inspirtation*
de kracht	*strength*
de gezondheid	*health*
de taal	*language*
de leiding	*guidance*
de onderzoeker	*investigator*
de waarheid	*truth*
het voorbeeld	*example*
de gelegenheid	*opportunity*
de liefde	*love*
de dood	*death*

Verbs	
vragen	*to ask*
danken	*to thank*
zeggen	*to say*
bidden	*to pray*
zegenen	*to bless*
leiden	*to lead*
leren	*to learn*
willen	*to want*
geven	*to give*
zijn	*to be*
luisteren	*to listen*
begrijpen	*to understand*
groeien	*to grow*
houden van	*to love*

Review:

Immediate Review:

Practice a testimony you can share in your next visit with an investigator. Try testifying about the role of the Savior and how the atonement has helped you in your life.

Grammar Help:

*The verb “weten” means to know facts or truths. The verb “kennen” means to know people.

**The word “of” should only be used for the question “Weet u of”, meaning “Do you know whether...?”

Additional Practice:

Before your next lesson, practice bearing testimony to your companion using phrases from this board display. Practice using the different forms and grammar principles. To challenge yourself, think of other statements of which you would like to testify, look up the vocabulary, then practice your own personalized testimony.

Subject Verb	dat	Object	Adjective	Verb
Ik weet* *I know*	**dat** *that*	**Jezus Christus** *Jesus Christ*	**echt** *real*	**is (?)** *is (?)*
Wij weten *We know*	**(of**)** *(whether)*	**hemelse Vader** *Heavenly Father*	**liefdevol** *loving*	
(Hoe) Weet u *(How) Know you*		**de Heilige Geest** *the Holy Spirit*	**belangrijk** *important*	

		Object	Prep. Phrase	Verb	zodat wij	Object	Verb
Ik weet *I know* **Wij weten** *We know*	**Dat** *that*	**Christus** *Christ*	**voor ons** *for us* **voor u** *for you*	**leed** *suffered* **stierf** *died*	**Zodat wij** *so that we* **Zodat u** *so that you*	**geloof** *faith* **hoop** *hope* **vrede** *peace*	**kunnen hebben.** *can have.* **kunt hebben.** *can have.*
			Object	**Verb**			
			uw pijn *your pain* **onze zonden** *our sins*	**voelde** *felt* **overwon** *overcame*			

Door/Wegens	Subject	VS	OV
Door *Through* **Wegens** *Because of*	**gebed** *prayer* **bekering** *repentance* **de doop** *baptism*	**kunnen wij** *can we* **mogen wij** *may we*	**hoop hebben.** *hope have.* **vergeving ontvangen.** *forgiveness receive.* **vrede voelen.** *peace feel.* **de Geest voelen.** *the Spirit feel.* **rein worden.** *clean become.*
Omdat	**SV**		
Omdat *Because*	**Christus stierf** *Christ died* **Christus leed** *Christ suffered*		

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
bidden	*to pray*
lezen	*to read*
studeren	*to study*
vragen	*to ask*
antwoorden	*to answer*
komen	*to come*
worden	*to become*
dopen	*to baptize*
bijwonen	*to attend*
uitnodigen	*to invite*
afspreken	*to arrange (an appointment)*

Nouns	
de afspraak	*appointment*
de doop	*baptism*
het priesterschap	*the priesthood*
de kerk	*church*
de verzoening	*atonement*
het Woord van Wijsheid	*Word of Wisdom*
de Wet van Kuisheid	*Law of Chastity*
de Wet van Tiende	*Law of Tithing*
de schriften	*Scriptures*

Days	
maandag	*Monday*
dinsdag	*Tuesday*
woensdag	*Wednesday*
donderdag	*Thursday*
vrijdag	*Friday*
zaterdag	*Saturday*
zondag	*Sunday*
vandaag	*today*
morgen	*tomorrow*
overmorgen	*the day after tomorrow*
gisteren	*yesterday*
eergisteren	*the day before yesterday*
de dag	*day*
de week	*week*
het weekend	*weekend*

Adjectives	
volgende	*following (next)*
vorige	*former (last)*
elke	*each*
iedere	*every*

Months	
januari	*January*
februari	*February*
maart	*March*
april	*April*
mei	*May*
juni	*June*
juli	*July*
augustus	*August*
september	*September*
oktober	*October*
november	*November*
december	*December*
de maand	*month*
het jaar	*year*

Additional Practice:

Following up with investigators is essential for their growth and progress. When time allows, practice with your companion asking your investigator about his or her progress keeping invitations, then promise blessings and check for understanding.

Verb	Subject	over	Object	Verb
Zult *Shall*			**Joseph Smith** *Joseph Smith*	**bidden?** *pray?*
Gaat* *Go*	**u** *you*	**over** *about*	**de doop** *baptism*	**nadenken?** *ponder?*
Wilt *Want*			**de verzoening** *the atonement*	**lezen?** *read?*

Verb	Subject	Time	Prepositional Phrase	Verb
Zult *Shall*		**op zondag** *on Sunday*	**naar de kerk** *to the church*	**gaan?** *go?*
Gaat *Go*	**u** *you*	**vandaag** *today*	**in het Boek van Mormon** *in the Book of Mormon*	**lezen?** *read?*
Wilt *Want*		**elke dag** *each day*	**tot God** *to God*	**bidden?** *pray?*

Als	Subject	Object/Verb	Verb/Subject	Object/Verb
Als *If*	**u** *you*	**naar de kerk komt** *to the church come* **in het Book van Mormon leest** *in the Book of Mormon read* **tot God bidt** *to God pray*	**zult u** *will you*	**vrede voelen.** *peace feel.* **over God leren.** *about God learn.* **een antwoord ontvangen.** *an answer receive.*

**The question "Gaat u...?" is equal to the English "Are you going to...?"*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
de schrifttext	*scripture (a verse)*
het beginsel	*principle*
het hoofdstuk	*chapter*
het vers	*verse*
het verhaal	*story*
het voorbeeld	*example*
de vreugde	*joy*
de leringen	*teachings*
de vragen	*questions*
de gedachten	*thoughts*

Verbs	
gaan	*to go*
laten	*to let*
zien	*to see*
geven	*to give*
zoeken	*to search*
beginnen	*to begin*
ontvangen	*to receive*
toepassen	*to apply*
ontwikkelen	*to develop*
vinden	*to find*
gebruiken	*to use*

Names of Books of Scripture	
genezen	*healed*
gelukkig	*happy*
nederig	*humble*
gehoorzaam	*obedient*
rein	*clean*

Adjectives	
genezen	*healed*
gelukkig	*happy*
nederig	*humble*
gehoorzaam	*obedient*
rein	*clean*

Review:

Immediate Review:

What scriptures will you share in your next visit? Introduce the scripture, tell them where it is, and ask questions to help the investigator apply it to their lives.

Grammar Help:

*Refer to Subordinating Cunjunctions (kickers) in this book in order to better understand the sentences on the next page. When subordinating conjunctions are used in a sentence, all of the verbs in the clause/sentence are pushed to the end of its respective clause/sentence.

Additional Practice:
Find your favorite scripture, possibly your mission scripture or one that helped change your life, then share it with three other missionaries.

Introducing the Scripture
Wilt u deze schriftekst lezen? *Would you this scripture read?* **Mogen wij een schriftekst lezen?** *May we a scripture read?*

Citing the Scripture
Wij lezen in het Boek van Moroni, hoofdstuk tien, verzen drie tot en met vijf... *We read in the Book of Mormon, chapter ten, verses three through five...*

Subject	Verb Phrase	Sub. Conjunction	Object Phrase
Deze tekst *This text*	**gaat over** *goes over (is about)*	**wat** *what*	**Gods plan is.** *God's plan is.*
Dit *This*	**leert ons** *teaches us*	**dat** *that*	**de doop belangrijk is.** *baptism important is.*
Dit verhaal *This story*	**geeft een voorbeeld van** *gives an example of*	**hoe** *how*	**de Geest met ons spreekt.** *the Spirit with us speaks.*

Kicker*	Subject	Object Verb	Verb	Object Phrase
Als *As*		**de tekst leest** *the text read*	**zoek naar** *search for*	**het antwoord op uw vraag.** *the answer on your question.*
Terwijl *While*	**u** *you*	**begint** *begin*	**denk over** *think about*	**hoe het toepasselijk voor u is.** *how it applicable for you is.*
Voordat *Before*		**erover bidt** *about it pray*	**luister naar** *listen to*	**de gevoelens van uw hart.** *the feelings of your heart.*

Question word	Verb/Subject	Object	Verb
Hoe *How*	**kunt u** *can you* **kunnen wij** *can we*	**een antwoord** *an answer* **deze schriftekst** *this scripture* **geloof** *faith* **de waarheid** *the truth*	**ontvangen?** *receive?* **toepassen?** *apply?* **ontwikkelen?** *develop?* **vinden?** *find?*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
de schrifttext	*scripture (a verse)*
het beginsel	*principle*
het hoofdstuk	*chapter*
het vers	*verse*
het verhaal	*story*
het voorbeeld	*example*
de ervaring	*experience*
de visioen	*vision*
de leer	*doctrine*

Intro Phrases	
Daarna,	*After that,*
Hierdoor,	*Through this,*
Zoals Joseph,	*Like Joseph,*
Evenzo,	*similarly,*
Toen ik jong was,	*When I was young,*
Twee jaar geleden,	*Two years ago,*

Verbs	
gaan, ging, gegaan	*to go*
zoeken, zocht, gezocht	*to search*
bidden, bad, gebeden	*to pray*
zien, zag, gezien	*to see*
spreken, sprak, gesproken	*to speak*
zegenen, zegende, gezegend	*to bless*
studeren, studeerde, gestudeerd	*to study*
beslissen, beslissde, beslist	*to decide*
tonen, toonde, getoond	*to show*
leiden, leidde, geleid	*to lead/guide*
uitvinden, vond...uit, uitgevonden	*to find out*

Adjectives	
jong	*young*
waar	*true*
verward	*confused*
juist	*correct*

Review:

Immediate Review:

Think of your conversion story. How did you know the church was true? Practice sharing your conversion with an investigator. Help them know that they can also gain a testimony.

Grammar Help:

On the next page, find the columns that say “Past Tense Verbs”. These verbs are in the narrative past tense, which are used to tell stories and share experiences. You can use the verbs shown, as well as the verb list to the left on this page. The narrative past form of the verbs on this page are the second verb shown (e.g. *ging, zocht, bad, etc).*
** The verb “to love” is expressed differently in Dutch. In order to say “to love”, they say “to hold of” instead. (e.g. “God houdt van ons” means “God holds of us” or “God loves us”)*
*** The verb “kennen” is used to know people. The verb “weten” is to know facts or truth.*

Practice:
Explain the story of Joseph Smith and the First Vision to your companion and then to another investigator. Explain what Joseph was looking for and how he found his answer. Explain what happened after he had the First Vision. Share your testimony of this experience.

Toen	Subject	Adjective	Verb	Past Tense Verb	Noun	STOMPI
Toen *When (past)*	**Joseph Smith** *Joseph Smith* **ik** *I*	**jong** *young* **verward** *confused*	**was,** *was,*	**wilde** *studied* **bad** *prayed* **zag** *saw*	**hij** *he* **ik** *I*	**de waarheid weten.** *the truth know.* **tot God.** *to God.* **een visioen.** *a vision.*

Subject	Past Tense Verb	Prep Phrase
God *God* **Jezus** *Jesus* **De Geest** *The Spirit*	**bezocht** *visited* **hoorde** *heard* **antwoordde** *answered*	**Joseph.** *Joseph.* **mij.** *me.*

Subject	Past Verb	God	Infinitive Phrase (Optional)
Hij *He* **Ik** *I*	**ontdekte dat** *found out that*	**God** *God*	**en Jezus aparte wezens zijn.** *and Jesus separate beings are.* **stoffelijk lichaam heeft.** *a physical body has.* **gebeden kan antwoorden.** *prayers can answer.* ***van zijn kinderen houdt.** *his children loves.*

Transition Word	Verb/Subject	Object	Verb
Evenzo *Similarly* **Zoals Joseph** *Like Joseph*	**kunt u** *can you*	**God** *God* **antwoorden** *answers* **de waarheid** *truth*	**kennen.**** *know.* **vinden.** *find.* **weten.** *know.*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
de vergissingen	*mistakes*
de zwakheden	*weaknesses*
de schuld	*guilt*
de keus/keuzes	*choice/choices*
het antwoord	*answer*
de liefde	*love*
de vergeving	*forgiveness*
de vrede	*peace*
het verbond	*covenant*
de schuld	*guilt*
de uitdagingen	*challenges*
de communicatie	*communication*
de geboden	*commandments*

Verbs	
maken	*to make*
ervaren	*to experience*
vergeven	*to forgive*
sterken	*to strengthen*
helpen	*to help*
volgen	*to follow*
leren kennen	*to get to know*
gehoorzamen	*to obey*
herkennen	*to recognize*
zich bekeren	*to repent*
leiden	*to lead*
gehoorzamen	*to obey*

Review:

Immediate Review:

Read Preach My Gospel chapter 10 to understand the principles of How to Begin Teaching. Use the sentences on the next page to help introduce the gospel to your investigators.

Grammar Help:

*Refer to the board display "*Infinitive Phrases with om*" for clarification on this grammar principle.

Practice:
Do a role play with your companion practicing the principles found in "How to Begin Teaching" in Preach My Gospel. Try to discern the needs of your investigator and share principles that will benefit your investigator the most. Take turns being the investigator.

Getting to Know the Investigator
Waarom wilt u met ons ontmoeten?
Why want you with us meet?
Wat betekent uw gezin voor u?
What means your family for you?
Wie is God voor u?
Who is God for you?
Wat is uw gelovige achtergrond?
What is your religious background?
Wat is belangrijkst in uw leven?
What is most important in your life?

Subject	Verb	allemaal	Object
Wij	**maken**	**allemaal**	**vergissingen.**
We	*make*	*all (we + all)*	*mistakes.*
Alle mensen	**hebben**		**zwakheden.**
All people	*have*		*weaknesses.*
	ervaren		**moeilijkheden.**
	experience		*difficulties.*

Subject	Verb	Object Phrase	
Jezus Christus	**wil**	**u/je**	**van zonde vergeven.**
Jesus Christ	*wants*	*you*	*of sin forgive.*
Het evangelie	**kan**	**ons**	**van schuld bevrijden.**
The gospel	*kan*	*us*	*of guilt free.*
Geloof	**zal**	**jullie**	**in moeilijkheden sterken.**
Faith/Religion	*shall*	*you (plural)*	*in difficulties help.*
Geloof in God		**uw familie**	**met belangrijke keuzes helpen.**
Faith in God		*your family*	*with important choices help.*
Het Boek van Mormon			**antwoorden geven.**
The Book of Mormon			*answers give.*
Communicatie met God			**leiden.**
Communication with God			*lead.*

Subject	Verb phrase	Object	Verb	*om	Object	te	Verb
Wij	**moeten**	**Christus**	**volgen**		**leiding**		**ontvangen.**
We	*must*	*Christ*	*follow*		*guidance*		*receive.*
Jullie	**kunnen**	**Hem**	**leren kennen**		**zijn liefde**		**herkennen.**
You (plural)	*can*	*Him*	*learn to know*		*his love*		*recognize.*
Jezus Christus	**wil dat wij**	**-**	**zich bekeren**	**om**	**vergeving**	**te**	**voelen.**
Jesus Christ	*wants that we*	-	*self repent*	*for*	*forgiveness*	*to*	*feel.*
Hemelse Vader	**vraagt dat wij**	**-**	**bidden**		**antwoorden**		
Heavenly Father	*asks that we*	-	*pray*		*answers*		
God		-	**zich laten dopen**		**een verbond**		**sluiten.**
God		-	*self let baptize*		*a covenant*		*close.*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
de achtergrond	*background*
de gevoelens	*feelings*
het leven	*life*
de behoeften	*needs*
het woord/ de woorden	*word/words*
de geboden	*commandments*
het begrip	*understanding*

Verbs	
bedoelen	*to intend*
zeggen	*to say*
denken	*to think*
vertellen	*to tell*
komen	*to come*
overtuigen	*to convince*
begrijpen	*to understand*
ontmoeten	*to meet*

Review:

Immediate Review:

Read Preach My Gospel chapter 10 to understand the principles of How to Begin Teaching. Use the sentences on the next page to help introduce the gospel to your investigators.

Practice:
Do a role play with your companion practicing the principles found in “How to Begin Teaching” in Preach My Gospel. Try to discern the needs of your investigator and share principles that will benefit your investigator the most. Take turns being the investigator.

Question	Verb	Subject	Preposition	Object	Verb 2
Waarom *Why*	**wilt** *want*	**u** *you*	**met** *with*	**ons** *us*	**ontmoeten?** *meet?*
Wat *What*	**is** *is*	**uw** *your*	**-** *-*	**gelovige achtergrond?** *religious background?*	
Wat *What*	**betekend** *means*	**het geloof** *religion*	**voor** *for*	**u?** *you?*	
Wie *Who*	**is** *is*	**God** *God*	**voor** *for*	**u?** *you?*	
Wat *What*	**is** *is*	**belangrijkst** *most important*	**in** *in*	**uw leven?** *your life?*	
Hoe *How*	**bedoelt** *mean*	**u?** *you?*			

Checking Your Own Understanding			
Als ik u goed begrijp, *If I you well understand,* **Van wat ik snap,** *From what I get,*	**bedoelt u dat** *mean you that* **zegt u dat** *say you that...* **denkt u dat** *think you that...* **gelooft u dat** *believe you that*	**...**	**is dat juist?** *is that correct?* **toch?** *right?* **Heb ik gelijk?** *Am I right?*

Follow-up Questions
Hoe bedoelt u? *How do you mean?*
Wat bedoelt u daarmee? *What do you mean with that?*
Waarom denkt u dat? *Why do you think that?*
Hoe bent u erachter gekomen? *How did you come to know that?*
Welke ervaring heeft u gehad die u ervan overtuigt? *Which experience have you had that convinces you of it?*

Checking The Investigator's Understanding	
In uw eigen woorden *In your own words*	**wat is een profeet?** *what is a prophet?*
Van wat u weet *Of what you know*	**wie is Jezus Christus?** *who is Jesus Christ?*
Tot hoeverre u het begrijpt *To the extent that you understand*	**kunt u ons vertellen waarom God ons geboden geeft?** *can you us tell why God us commandments gives?*

The Verbs Weten (to know) + Geloven (to believe)

Ik	weet	dat*	Jezus Christus onze Verlosser is.
I	*know*	*that*	*Jesus Christ our Redeemer is.*

Ja, *Yes,* Nee, *No,*

Ik *I*	Wij *We*
U/Jij *You*	Jullie *You (pl.)*
Hij/Zij *He/She*	Zij *They*

weet	**weten**
weet	**weten**
weet	**weten**

know

geloof	geloven
gelooft	**geloven**
gelooft	geloven

believe

denk	denken
denkt	**denken**
denkt	denken

think

?

To make a sentence a question, switch the subject and the verb.

dat *that* **niet of**** *not whether*

dat *that*

dat *that*

Het Boek van Mormon het woord van God is.
the Book of Mormon the word of God is.
God onze hemelse Vader is.
God our Heavenly Father is.
u een kind van God bent.
you a child of God are.
de verzoening ons kan genezen.
the atonement us can heal.
wij met God door gebed kunnen spreken.
we with God through prayer can speak.
families eeuwig samen kunnen zijn.
families eternally together can be.
Jezus Christus voor mij gestorven is.
Jesus Christ for me died is.
het evangelie hersteld is.
the gospel restored is.

Weet u dat het evangelie hersteld is?
Know you that the gospel restored is?
Ja, ik weet dat het evangelie hersteld is.
Yes, I know that the gospel restored is.
Nee, ik weet niet of het evangelie hersteld is.
No, I know not whether the gospel restored is.

Geloven zij dat God onze hemelse Vader is?
Believe they that God our Heavenly Father is?
Ja, zij geloven dat God onze hemelse Vader is.
Yes, they believe that God our Heavenly Father is.
Nee, zij geloven niet dat God onze hemelse Vader is.
No, they believe not that God our Heavenly Father is.

** Look at the board displays on* Subordinating Conjunctions *to learn about **kickers**, like **dat** and **of**, which cause verbs to be "kicked" to the end of the sentence.*
***When making a **negative** statement, **weten** uses 'of', which means more 'whether' than 'if'. A VERY common mistake is to say the Dutch word 'als' which means 'if'.*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Testimony

Scenario

You have just been transferred and are going to share your testimony in church for the first time. Prepare to share your feelings about the gospel with the members.

1. Prepare: Aside from the vocabulary on this board display, look up new words to bear testimony of things you personally know or believe in. This will help your testimony to come from your heart.

2. Practice: One missionary takes the role of a member and the other the missionary. Have the missionary practice testifying of what he or she knows about the gospel.

3. Evaluate: Discuss with your companion what went well, how the same scenario could have been approached differently, and what could have been done more effectively.

4. Switch roles: (Follow step two)

5. Evaluate: (Follow step three)

Additional Scenario(s)

Scenario 1: You are riding the train to district meeting and start a conversation with the woman next to you. As she finds out why you are serving a mission for your church, she asks you what you believe. Answer her with a simple testimony of the truth. Speak either for yourself (ik) or for the church in general (wij). Then ask her if she believes those same things. Be specific, i.e. “Do you believe God is our Heavenly Father?” Possible form-focused activities:

Scenario 2: Testimony meeting! Have each missionary share his/her testimony with their companion. Then have them share what their companion testified of.

Scenario 3: Read a story from the scriptures and have each companionship describe the knowledge, belief, and testimony of the characters. For example, read Alma 5:43-48.

Scenario 4: Think about a current investigator. Discuss and write down with your companion what that investigator knows/believes or doesn’t know/believe. Use the results to help plan your next lesson.

The Verb Zijn (to be)

	God	**is**			**onze**	**hemelse Vader.**
	God	*is*			*our*	*Heavenly Father*
Ja,	God	ben	zijn	(niet)	onze	hemelse Vader.
Yes,	*God*	*am*	*are*	*(not)*	*our*	*Heavenly Father.*
Nee,	Jezus Christus	bent*	zijn		een	Heiland.
No,	*Jesus Christ*	*are*	*are*		*a(n)*	*Savior.*
	Joseph Smith	is	zijn		geen	profeet (profeten) van God.
	Joseph Smith	*is*	*are*		*no*	*prophet(s) of God.*
	De apostelen					leraar(s).
	The apostles					*teacher(s).*
	Ik / Wij	was	waren			dienstknecht(en) van de Heer.
	I / We	*was*	*was*			*servant(s) of the Lord.*
	U/Jij** / Jullie	was	waren		(altijd)	gehoorzaam.
	You / You (pl)	*was*	*was*		*(always)*	*obedient.*
	Hij/Zij/Het / Zij	was	waren		(soms)	geduldig.
	He/She/It / They	*was*	*was*		*(sometimes)*	*patient.*
					(nooit)	gelukkig.
					(never)	*happy.*
						verdrietig.
						sad.

?

Ben jij (een) zendeling?
Are you a missionary?
Ja, ik ben (een) zendeling.
Yes, I am a missionary.
Nee, ik ben geen zendeling.
No, I am no missionary.

Zijn jullie leden van de kerk?
Are you (pl.) members of the Church?
Ja, wij zijn leden van de Kerk.
Yes, we are members of the Church.
Nee, wij zijn niet gelovig.
No, we are not religious.

**When forming a question, verbs paired with jij/je will drop the 't' on the end. In this case, one should ask "Ben je...?" rather than "Bent je...?*
*** "U" and "jij" both mean "you", but "U" is more formal and "jij" is less formal.*

Function: Asking about and expressing a state of being
Context: Nature of God and People

Scenario

It is your first Sunday morning in your new area and you are greeting members at the church with your companion. You split up to introduce yourself to different members and investigators. Tell them about *both* you and your companion.

1. Preparation: With your companion, brainstorm words to describe each other and your purpose.

2. Practice: Introduce both your companion and yourself to people or missionaries in the district/room.

3. Evaluate: Discuss with your companion what went well, how the same scenario could have been approached differently, and what could have been done more effectively.

4. Switch roles and practice

5. Evaluate

Additional Scenario(s)

You are sitting on a bus next to a middle-aged Dutch man. He notices your name tag and asks you what it's for. Briefly describe to him who/what you are and what your calling is and then ask him questions to learn who he is and what he believes. Use these principles as well as principles from other board displays, and feel free to use other things you have learned like "Where are you from?" and "What is your name?"

The Verb Hebben (to have)

Wij	hebben	keuzevrijheid.
We	*have*	*choice freedom (agency).*

Ja, *Yes,* Nee, *No,* Waarom...? *Why…?*

Ik *I*	Wij *We*	heb *have*	hebben *have*	(geen)* *(no)*
U/Jij *You*	Jullie *You (pl.)*	heeft/hebt *have*	hebben *have*	
Hij/Zij *He/She*	Zij *They*	heeft *has*	hebben *have*	

had *had*	hadden *had*
had *had*	hadden *had*
had *had*	hadden *had*

keuzevrijheid.
choice freedom (agency).
een familie.
a family.
een gezin.
a family (spouse & kids).
geboden van God.
commandments from God.
een Vader in de hemel.
a Father in heaven.
vragen over de waarheid.
questions about the truth.
een getuigenis van Gods plan.
a testimony of God's plan.
beproevingen in het leven.
trials in life.
de gelegenheid om te leren.
the opportunity to learn.
de mogelijkheid om zoals Christus te worden.
the possibility to like Christ become.

?

Heeft u vragen over het doel van het leven?
Have you questions about the purpose of life?
Ja, ik heb vragen over het doel van het leven.
Yes, I have questions about the purpose of life.
Nee, ik heb geen vragen.
No, I have no questions.

Waarom hebben wij geboden van God?
Why have we commandments from God?
Omdat wij de mogelijkheid hebben om zoals Christus te worden.
Because we the possibility have to become like Christ.
God heeft geen gebod dat onmogelijk is.
God has no commandment that impossible is.

When using the word **geen, it replaces **een** and also the articles **de** or **het** just like in English: I have **the** book. vs. I have **no** book.*

Function: Asking about and expressing possession and ownership
Context: Life on Earth

Scenario

While you are teaching the first lesson, Jan says that he is interested in what the prophets teach and wants to know why those things are important to us right now. He says that he often wonders why he is here on the earth and what the purpose of his existence here is. He is interested to learn what the prophets have to say about these questions.

1. Prepare: With your companion, discuss the principles that would be important to teach Jan at this point in the lesson. Discuss what Jan needs to know, feel, and do as a result your lesson. Find one scripture that you might share to teach this principle.

2. Practice: Have one person take the role of the missionary and the other the role of Jan. Teach Jan what the prophets have taught about our life on this earth. Read your scripture together and talk about things that we have while in this life (a physical body, the opportunity to learn, experiences to help us learn, a Savior, etc.) using the verb hebben and as much other vocabulary from this lesson and from memory. After teaching Jan this principle, use the verb hebben to find out if he has any questions about what you have taught. Also, use the verb hebben to bear your own testimony that what you taught is true (refer to board display #1 to see how sentence structure changes when using "kickers" like **dat** in "Ik weet dat...").

3. Evaluate: Discuss with your companion what went well, how the same scenario could have been approached differently, and what could have been done more effectively. ******Focus your evaluation on how the investigator felt during the lesson. What can you do to ensure that Jan knows, feels, and understands what he needs to? Focus more on what he needs than what you are saying.***

4. Switch roles and practice; evaluate

Additional Scenario(s)

You are teaching a Gospel Essentials class in the ward to which you are assigned and a member of the class asks the question: "What really is the purpose of this life with all of its difficulties?" Rather than just give him answers, use questions to teach as many of the truths as you can from the vocabulary in this lesson and other words you know.

Conceptual Practice: Not using “to do” and “to be” as helping verb

Practice making English sentences without using the helping verbs “to do” or “to be” and structure the sentences according to Dutch syntax (sentence structure) to the best of your ability.

-Example: Did* Christ teach people to pray? = Taught* Christ people to pray?
-Example: I am going to Church on Sunday. = I go to Church on Sunday.
-Does Christ love all mankind?
-Did he die for us?
-We are learning Dutch.
-Did Joseph Smith translate the Book of Mormon?
-Does the Book of Mormon compare to the Bible?
-Is she reading the Book of Mormon every day?
-Did the Book of Mormon prophets know about Jesus Christ?
-Do you attend church?
-Are you coming to my birthday party?
-Do you attend church?
-His is searching for the truth.
-They are having doubts about our message. :(
-I am writing in my journal.
-Do you want to be baptized?
-We are praying for them.
-Do you have any time to meet with us?
-Did they ask good questions?

** ‘Did’ – a past tense form of ‘do’ – indicates that the **verb** needs to be in the past tense. Also, the reason all the sentences with ‘do’ are only in question form is because ‘do’ is rarely used in English statements. For example, we do not often say “I **do** walk to church.” We only ask, “**Do** you walk to church?” and we use it when making negative statements like “I **do not** walk to church.” The verbs ‘to do’ and ‘to be’ are used in Dutch only when they are being used independently, like in “I am happy,” and “She does art.” If you were to use both verbs and ask “What are you doing?” it would be translated to “Wat doet u?” meaning “What do you?”*

Present Tense - Regular Verbs

		Wij	**onderwijzen***		**de herstelling van het evangelie.**	
		We	*teach*		*the restoration of the gospel.*	
Ja,	Ik	**Wij**	onderwijs	onderwijzen		de herstelling van het evangelie.	(niet.)
Yes,	*I*	*We*	*teach*	*teach*		*the restoration of the gospel.*	*(not.)*
Nee,	U/Jij	**Jullie**	onderwijst	onderwijzen		het plan van zaligheid.	
No,	*You*	*You (pl.)*	*teach*	*teach*		*the plan of salvation.*	
	Hij/Zij/Het	**Zij**	onderwijst	onderwijzen		het woord van God.	
Wie...?	*He/She/It*	*They*	*teaches*	*teach*		*the word of God.*	
Who...?		Profeten	bid	bidden	(over)	de leer van Christus.	
Wat...?		*Prophets*	*pray*	*pray*	*(about)*	*the doctrine of Christ.*	
What...?		Hemelse Vader	bidt	bidden		de doop.	
		Heavenly Father	*pray*	*pray*		*baptism.*	
		Jezus Christus	bidt	bidden		iedereen.	
		Jesus Christ	*prays*	*pray*		*everyone.*	
		Het gezin	lees	lezen	(in)	de woorden van de profeten.	
		The family	*read*	*read*	*(in)*	*the words of the prophets.*	
		De mensen	leest	lezen		de schriften.	
		The people	*read*	*read*		*the scriptures.*	
			leest	lezen		het Boek van Mormon.	
			reads	*read*		*the Book of Mormon*	

Wie onderwijst over de herstelling?
Who teaches about the restoration?
Wij onderwijzen over de herstelling.
We teach about the restoration.
Profeten onderwijzen over de herstelling.
Prophets teach about the restoration.

Wat leest u in het Boek van Mormon?
What read you in the Book of Mormon?
Ik lees over Christus.
I read about Christ.
Ik lees het Boek van Mormon niet.
I read the Book of Mormon not.

**In present tense, Dutch doesn't use 'zijn' - to be, or 'doen' - to do. Rather than "We are teaching," they say, "We teach." Rather than "I don't pray," they say, "I pray not."*

Function: Asking about and describing actions and events
Context: The Restoration

Scenario

You are in your first appointment with Lisette and have just shared with her the background of The Book or Mormon and how it was brought forth. Discuss with her how its central message is Christ and His doctrine, and how this book can be an invaluable part of her life.

1. Preparation: Find an appropriate passage or two that you can read together with Lisette as you teach about The Book of Mormon.

2. Practice: Discuss how Lisette can receive personal revelation through reading and studying The Book of Mormon. With one missionary taking the role of Lisette and the other the missionary, discuss, testify, invite and promise blessings.

3. Evaluate; switch roles and practice; evaluate

*General rules of verb conjugation**	
stem	**infinitive**
stem+t	**infinitive**
stem+t	**infinitive**

Conjugation for the verb ***onderwijzen***	
onderwijs	**onderwijzen**
onderwijst	**onderwijzen**
onderwijst	**onderwijzen**

Additional Scenario(s)

You have just taught a lesson in Sunday School about the message of The Book of Mormon. Following the lesson, a newly-baptized member of the ward approaches you to ask a few questions. Take a few minutes to discuss them with him/her. Talk about the importance of how The Book of Mormon can help us recieve personal revelation. One missionary take the role of the missionary and the other the member.

Modals + Infinitives

	Hij	**moet**	**geloof in Christus**		**ontwikkelen.**
	He	*must*	*faith in Christ*		*develop.*
Ja,	geloof in Christus	(niet)	ontwikkelen.
Yes,	*faith in Christ*	*(not)*	*develop.*
Nee,	een antwoord		ontvangen.
No,	*an answer*		*receive.*
Hoe…?	de waarheid		herkennen.
How...?	*the truth*		*recognize.*
Wanneer…?	de Heilige Geest		voelen.
When...?	*the Holy Spirit*		*feel.*
	een verandering van hart		ervaren.
	a change of heart		*experience.*
	over de doop		nadenken.
	about baptism		*ponder.*
	in de kerk		bidden.
	in the church		*pray.*
	vanavond		studeren.
	tonight		*study.*
	met ons		spreken.
	with us		*speak.*

Ik	Wij
I	*We*
U/Jij	Jullie
You	*You (pl.)*
Hij/Zij	Zij
He/She	*They*

moet	moeten
moet	**moeten**
moet	moeten

must

mag	mogen
mag	**mogen**
mag	mogen

may

zal	zullen
zult/zal*	**zullen**
zal	zullen

shall

wil	willen
wilt	**willen**
wil	**willen**

want

kan	kunnen
kunt	**kunnen**
kan	**kunnen**

can

Zal hij geloof ontwikkelen?
Shall he faith develop?
Ja, hij zal geloof ontwikkelen.
Yes, he shall faith develop.
Nee, want hij leest Het Boek van Mormon niet.
No, because he reads the Book of Mormon not.

Hoe zullen zij een antwoord ontvangen?
How shall they an answer receive?
Zij zullen de Heilige Geest voelen.
They shall the Holy Ghost feel.
Zij zullen een antwoord vinden door gebed.
They shall an answer find through prayer.

**Use 'zult' for 'u' and 'zal' for 'jij', in both questions and statements.*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Progression in the Gospel

Scenario

You are teaching Michel for the first time. Michel has been quite positive during the lesson, but has been a bit hesitant to commit himself to anything. After teaching about The Book of Mormon and inviting him to pray to know of its truthfulness, he says, “I’ll try.”

1. Practice: Take the role of Michel and have your companion be the missionary. Practice promising blessings, testifying, and inviting--especially from your own experiences--to give Michel incentive to pray and ask with a sincere heart.

2. Evaluate; switch roles and practice; evaluate

Additional Scenario(s)

You went to the apartment of your investigator, Marijke, only to find that she wasn’t home for your schedule appointment. Write a note to put into her mailbox saying that you came by. Be sure to include some promised blessings and your testimony of the commitment you gave to her during your last appointment (like how coming to church on Sunday will help her find the peace she is looking for, how God will answer her prayer when she needs it most, how you are praying for her that she will see and feel the blessings of giving up coffee and tea, etc.).

The Verb Willen (to want/to want to) + Infinitive

	God *God*	wil* *wants (to)*	de familie *the family*		helpen. *help.*
Ja, *Yes,*	Ik *I* / Wij *We*	wil *want* / willen *want*	de familie *the family*	(niet) *(not)*	helpen. *help.*
Nee, *No,*	U/Jij *You* / Jullie *You (pl.)*	wilt** *want* / willen *want*	alle mensen *all people*		leiden. *lead/guide.*
Wie…? *Who…?*	Hij/Zij/Het *He/She/It* / Zij *They*	wil *wants* / willen *want*	de tempel *the temple*		zien. *see.*
Wat…? *What…?*	De onderzoeker *The investigator*		de kerk *the church*		**bezoeken.** *visit.*
	God *God*		u *you*		een antwoord geven. *an answer give.*
	Jezus Christus *Jesus Christ*		jullie *you (pl)*		**altijd zegenen.** *always bless.*
	Satan *Satan*		(niet) *(not)*	dat *that*	**wij ons best doen.** *we our best do.*
	De profeet *The prophet*				u een persoonlijk antwoord vindt. *you a personal answer find.*
					jullie iedere dag bidden. *you (pl.) every day pray.*
					wij gehoorzaam zijn. *we obedient are.*

?

Willen jullie de familie Jansen helpen?
Want you (pl.) the Jansen family help?
Ja, wij willen ze helpen.
Yes, we want them help.
Satan wil niet dat we ze helpen.
Satan wants not that we them help.

Wil de onderzoeker gedoopt worden?
Wants the investigator baptized become?
Ja, de onderzoeker wil gedoopt worden.
Yes, the investigator wants baptized become.
Ja, maar hij wil meer leren.
Yes, but he wants more learn.

The verb **willen can mean 'to want' or 'to want **to.**' However, the Dutch **NEVER** say the 'to' in 'want to.'*
***When forming a question, verbs paired with jij/je will drop the 't' on the end. In this case, one should ask "Wil je...?" rather than "Wilt je...?"*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Blessings of the Gospel

Scenario

You are meeting Josef at his home for the first time. You contacted him on the train last Tuesday and asked him where he was going. He said that he was going to meet his family because he hasn't seen them since he and his wife split up. They want to try to get back together for their children (Fynn & Anna). He invited you over to talk about how your church could help. They are both Catholic and don't attend church anymore, but both believe in God.

1. Practice: With either your companion or another companionship, plan for Josef and his family. Use the grammar principle as often as you can as well as vocab for this context. Get to know the family and what they might want to learn. Talk about how the gospel can bless their family and the desires that God has for them. Role-play with each other, teaching how God wants to bless them and about how he can bless their family.

2. Evaluate; switch roles and practice; evaluate

Additional Scenario(s)

You have been teaching Leon and Lilli for a couple of weeks now. They are a young unmarried couple living together, and this evening you will teach them about eternal families and the importance of marriage. Plan and role play how you would teach them about God's desire to bless families. • Have missionaries talk about their desires for the mission and God's desire for them. Vocab includes: willen, dienen, prediken, gehoorzaam zijn, arbeiden, spreken, (zich) bekeren, Nederlands leren, het evangelie, etc.

Receptive Skill: listening
Productive Skill: speaking, writing

The Verbs Moeten (must)* and Mogen (may) + infinitive

	Wij	**moeten**			**tot God bidden.**
	We	*must*			*to God pray.*

Ja,	Ik	Wij	moet	moeten	(niet)	tot God bidden.
Yes,	*I*	*We*	**moet**	**moeten**	*(not)*	*to God pray.*
Nee,	U/Jij	Jullie	moet	moeten		de geboden gehoorzamen.
No,	*You*	*You (pl.)*	*must*			*the commandments obey.*
Wie…?	Hij/Zij	Zij	mag	mogen		de verzoening accepteren.
Who…?	*He/She*	*They*	**mag**	**mogen**		*the atonement accept.*
	De onderzoeker(s)		mag	mogen		gedoopt worden.
	The investigator(s)		*may*			*baptized become.*
	Iedereen (singular)		zal	zullen		de Heilige Geest ontvangen.
	Everyone		**zult/zal***	**zullen**		*the Holy Ghost receive.*
	Kerkleden		zal	zullen		tot het einde volharden.
	Church members		*shall*			*to the end endure.*
	Alle mensen		wil	willen		in Christus geloven.
	All people		**wilt**	**willen**		*in Christ believe.*
			wil	**willen**		
			want			
			kan	kunnen		
			kunt	**kunnen**		
			kan	**kunnen**		
			can			

Mogen wij gedoopt worden?
May we baptized become?
Ja, jullie mogen gedoopt worden.
Yes, you (pl.) may baptized become.
U moet eerst over het evangelie leren.
You must first about the gospel learn.

Wie moet in Christus geloven?
Who must in Christ believe?
Iedereen moet in Christus geloven.
Everyone must in Christ believe.
Iedereen mag kiezen wat zij geloven.
Everyone may choose what they believe.

Because 'moeten' can be an equivalent to the English words 'have **to' and 'need **to**' a common mistake people make is assuming that 'moeten' requires a form of 'to'.*

Function: Asking about and expressing desire, need, preference, ability, intention or
Context: The Gospel of Jesus Christ

Scenario

You have been teaching Arjan for two weeks. You are meeting tonight to teach him the third lesson about the Gospel of Jesus Christ. You will share a few scriptures with him as you outline the steps of the gospel.

1. Preparation: Find an appropriate passage or two that you can read together with Arjan as you teach about gospel.

2. Practice: Have one missionary take the role of Arjan and the other the role of the missionary. Have the missionary share scriptures, ask questions, and share the steps of the gospel.

3. Evaluate; switch roles and practice; evaluate

Additional Scenario(s)

You are teaching Anne-Marie with a young daughter Catherine. You want her daughter to understand the steps of the gospel, so you cut out foot steps to form a path. On each footstep, write a principle of the gospel. With another missionary taking the role of a small child, teach the steps of the gospel in simple Dutch so that Catherine can understand.

The Zouden Verbs - Would, Could, Should, and Would like to

Hij	**zou***	**de profeet**	**moeten***	**volgen.**
He	*would*	*the prophet*	*(should)*	*follow.*

Ik	Wij	zou	zouden
I	*We*	*would*	*would*
U/Jij	Jullie	zou	zouden
You	*You (pl.)*	*would*	*would*
Hij/Zij	Zij	zou	zouden
He/She	*They*	*would*	*would*

de profeet	(niet)	(moeten)*	volgen.
the prophet	*(not)*	*(should)*	*follow.*
de Geest		(kunnen)*	geloven.
the Spirit		*(could)*	*believe.*
het woord van wijsheid		(willen)	naleven.
the word of wisdom		*(want/like to)*	*live.*
de wet van kuisheid			gehoorzamen.
the law of chastitiy			*obey.*
Satan			
Satan			

over	de waarheid	(niet)	vragen.
about	*the truth*	*(not)*	*ask.*
	de geboden		bidden.
	the commandments		*pray.*
	de wet van tiende		studeren.
	the law of tithing		*study.*
	deze vragen		lezen.
	these questions		*read.*
	persoonlijke doelen		**nadenken.**
	personal goals		*ponder.*

Hoe zou ik dit onderwerp moeten studeren?
How should I study this topic?

U zou in het Boek van Mormon kunnen lezen.
You could read in the Book of Mormon.

Ik zou niet het BvM lezen, maar ik zou de Bijbel lezen.
I would not read the Book of Mormon, but I would read the Bible.

Zou hij de wet van kuisheid willen gehoorzamen?
Would he like to obey the law of chastity?

Ja, hij zou de wet van kuisheid willen naleven.
Yes, he would like to live the law of chastity.

Nee, hij denkt dat hij het niet zou kunnen naleven.
No, he thinks that he would not be able to live it.

When adding* **kunnen *or* **moeten** *to the word* **zouden**, *the combination changes the meaning to* **could** *or* **should. Kunnen**, *however, can still mean* **to be able to**.

Function: Asking about and expressing desire, need, preference, ability, intention or pur-
Context: Invitations

Scenario

You are teaching Micha for the sixth time. Micha has been quite positive and committed in keeping former commitments when you have invited him to read, pray, and attend church. You feel that he would agree to be baptized if you invited him in the coming week. You meet with your ward mission leader and report on Micha's progress. The ward mission leader asks you what Micha would and would not be willing to do, as well as what he could and should do, as he prepares to be baptized.

1. Practice: With one missionary taking the role of the ward mission leader and the other the missionary, practice communicating to the ward mission leader what Micha's progress is in becoming a member of the Church.

2. Evaluate; switch roles and practice; evaluate

Additional Scenario(s)

Teach Micha (of the previous scenario), encouraging him what he should, could, and would like to do in order to prepare for his upcoming baptism.

Possessive Pronouns (my, your, his, etc.)

Christus *Christ*	**is** *is*	**onze** *our*		**Heiland.** *Savior.*

Ja, *Yes,*	Christus *Christ*	is *is*	mijn *my*	ons/onze* *our*	Heiland. *Savior.*
Nee, *No,*	God *God*		uw/jouw *your*	jullie *your (pl.)*	voorbeeld. *example.*
Wie *Who...?*	Thomas S. Monson *Thomas S. Monson*		zijn/haar *his/her*	hun *their*	Schepper. *creator.*
			Jezus' *Jesus'*		hemelse Vader. *Heavenly Father.*
					profeet. *prophet.*

Ik *I*	Wij *We*	ben *am*	zijn *are*	mijn *my*	ons/onze* *our*	kind(eren). *child(ren).*
U/Jij *You*	Jullie *You (pl.)*	bent *are*	zijn *are*	uw/jouw *your*	jullie *your (pl.)*	dienstknecht(en). *servant(s).*
Hij/Zij *He/She*	Zij *They*	is *is*	zijn *are*	zijn/haar *his/her*	hun *their*	collega(s). *companion(s).*
				Gods *God's*		zendeling(en). *missionary(~ies).*

Wie is God?
Who is God?
Hij is mijn Vader in de hemel.
He is my Father in heaven.
God is onze Schepper.
God is our Creator.

Is zij jouw collega?
Is she your companion?
Ja, zij is mijn collega.
Yes, she is my companion.
Nee, zij is mijn collega niet.
No, she is my companion not.

***ons** *applies to all* **het** *words and* **onze** *applies to all* **de** *words. Remember that all plurals are always* **de**.

Function: Asking about and expressing possession and ownership
Context: Relationships Between People

Scenario

1. Look up the Dutch words of some objects you feel you will frequently talk about. Write them down next to the list of objects above. Use them in sentences consistently throughout your day today so that you won't forget them (looking them up in the dictionary over and over again takes too much time). Focus also on using these possessive pronouns. Repeat the vocabulary as well as the possessive pronouns 30-40 times for the best memorization results.

Additional Scenario(s)

While walking to your next appointment you see a man waiting for a bus, reading a newspaper. You invite him to listen to your message. He raises his hand and says, "My young friend, don't waste your time with me. I've stopped believing in God. There is too much suffering, war, abuse … too much injustice for me to believe in a loving God. Though I wish it was otherwise, He either doesn't exist or He is indifferent to our struggles." Using the possessive adjectives as much as possible, share with him as many truths as you can think of about the reality of Heavenly Father and all the wonderful things He has given to us (and to him): our families, choice, hope of eternal life, our bodies, loved ones, etc. Along with teaching, feel free to find other reasons to use possessive pronouns in the conversation.

Example sentences:

-God heeft mij mijn familie gegeven.
-Door zijn plan kunnen wij geluk vinden.
-Kennis dat God bestaat maakt de moeilijkheden in ons leven makkelijker door te staan.
-Waarom is uw gezin belangrijk voor u?
-Mijn moeder heeft haar antwoord in de schriften gevonden.

Possession II

	Jezus is *Jesus is*	de Zoon *the Son*	van *of*	God. *God.*	
Ja, *Yes,*	Jezus is *Jesus is*	de Zoon *the Son*	van *of*	God. *God.*	
Nee, *No,*	U bent *You are*	een kind *a child*		Jezus Christus. *Jesus Christ.*	
Van wie is/zijn…? *Of whom is/are...?*	Joseph Smith is *Joseph Smith is*	een profeet *a prophet*		Joseph Smith. *Joseph Smith.*	
	Dat is *That is*	het voorbeeld *the example*		de kerk. *the church.*	
	Dat was *That was*	de vraag *the question*			
	Wij zijn *We are*	leden *members*			
	Dit *This*	is *is*	van *of*	mij. *me.*	ons. *us.*
	Dat *That*	**was** *was*		u/jou. *you.*	jullie. *you (pl.)*
	Deze dingen *These things*	**zijn** *are*		hem/haar. *him/her.*	hen. *them.*

Is Jezus de Zoon van God.
Is Jesus the Son of God?
Ja, Jezus is de Zoon van God.
Yes, Jesus is the Son of God.
Ja, en wij zijn een kinderen van God.
Yes, and we are children of God.

Van wie is dit boek?
Of whom is this book?
Dat is van mij.
That is of me.
Dat boek is van Mormon.
That book is of Mormon.

Function: Asking about and expressing possession and ownership
Context: Nature of God and Christ

Scenario

1. While walking to your next appointment you see a man waiting for a bus, reading a newspaper. You invite him to listen to your message. He raises his hand and says, “My young friend, don’t waste your time with me. I’ve stopped believing in God. There is too much suffering, war, abuse … too much injustice for me to believe in a loving God. Though I wish it was otherwise, He either doesn’t exist or He is indifferent to our struggles.” Using the possessive adjectives as much as possible, share with him as many truths as you can think of about the reality of Heavenly Father and all the wonderful things He has given to us (and to him): our families, choice, hope of eternal life, our bodies, loved ones, etc. Along with teaching, feel free to find other reasons to use possessive pronouns in the conversation.

Example sentences:

-Het Boek van Mormon. (We even say it the same way in English because it is The Book ***of*** Mormon.)
-Wat denkt u het doel van het leven is?
-Kunt u de liefde van God in uw leven zien?
-Een vriendin van mij was atheïst voordat zij gedoopt werd.
-De naam van mijn collega is een Nederlandse naam.

Additional Scenario(s)

2. Look up the Dutch words of some objects you feel you will frequently talk about and write them down. Use them in “possession II” sentences consistently throughout your day today so that you won’t forget them. Focus also on using these possessive pronouns. Repeat the vocabulary as well as the possessive pronouns 30-40 times for the best memorization results.

Coordinating Conjunctions

Wij zijn niet perfect *We are not perfect*	**maar** *but*	**wij zijn hier om mensen te helpen.*** *we are here for people to help (we are here to help people).*
Wij zijn niet perfect *We are not perfect* **Alle mensen hebben problemen en zorgen** *All people have problems and concerns* **Wij voelen schuld voor onze vergissingen** *We feel guilt for our mistakes* Iedereen heeft zwaktes *Everyone has weaknesses*	maar *but*	wij zijn hier om mensen te helpen. *we are here for people to help.* **niemand is volmaakt.** *no-one is perfect.* **Christus kan ons rein maken.** *Christ can us clean make.* **de verzoening kan ons versterken.** *the atonement can us strengthen.*
God is onze Vader *God is our Father* Hemelse Vader heeft alle antwoorden *Heavenly Father has all answers* **Hemelse Vader houdt van ons** *Heavenly Father loves us*	**dus** *thus*	**we moeten op Hem vertrouwen.** *we must in Him trust.* wij kunnen Hem alle vragen stellen. *we can Him all questions ask.* **wij willen u helpen om verbonden met Hem te sluiten.** *we want you help for covenants with Him to close.*
Dagelijkse schriftstudie is belangrijk *Daily scripture study is important* **Kom naar de kerk met een open hart** *Come to the church with an open heart* **Wij nodigen u uit om te bidden** *We invite you to pray*	**want** *for*	**dat versterkt uw relatie met God.** *that strengthens your relationship with God.* dan kan de Geest tot uw hart spreken. *then can the Spirit to your heart speak.* **God kan u persoonlijke antwoorden geven.** *God can you personal answers give.*

Iedereen heeft zwaktes maar niemand is volmaakt.

Everyone has weaknesses but no one is perfect.

Hemelse Vader heeft alle antwoorden dus we moeten op Hem vertrouwen.

Heavenly Father has all answers thus we must in Him trust.

Dagelijkse schriftstudie is belangrijk want God kan u persoonlijke antwoorden geven.

Daily scripture study is important for God can you personal answers give.

**Notice how all of these phrases are a combination of two complete sentences. Other common coordinating conjuctions are 'of' (or) and 'en' (and).*

Function: Asking and answering questions of cause and effect
Context: How to Begin Teaching

Scenario

You are teaching Marijke, a middle-aged mother who was raised agnostic. She wants to know how you perceive God. You will teach her how God is a parent and what our relationship with Him can be like.

1. Practice: Work in pairs, not necessarily with your companion. Using the grammar principle and vocabulary of this lesson, along with other Dutch you have learned, one missionary in each pair will take the role of the missionary and practice teaching Marijke about our relationship to God.

2. Evaluate; switch roles and practice; evaluate

Additional Scenario(s)

You are teaching a young man by the name of Jaap who doesn't believe in God. He questions how God can be loving when there is so much suffering in the world. Teach him about your relationship to God and how that relationship has blessed you.

Subordinating Conjunctions (Kickers) - Beginning

U zult vrede voelen	**als**	**u naar de kerk gaat.***
You will peace feel	*if*	*you to the church go.*
God zegent ons	na(dat)	wij Hem gehoorzamen.
God blesses us	*after*	*we Him obey.*
Ik ga op zending	zodra	ik klaar ben.
I go on a mission	*as soon as*	*I ready am.*
U moet bidden	voor(dat)	u in Het Boek van Mormon leest.
You must pray	*before*	*you in The Book of Mormon read.*
U zult antwoorden ontvangen	nudat	u met een oprecht hart bidt.
You will answers receive	*now that*	*you with a sincere heart pray.*
Hij kan de Geest sterker voelen	omdat	hij elke dag bidt.
He can the Spirit stronger feel	*because*	*he every day prays.*
Een nieuwe kerk wordt gebouwt	**wanneer****	**er veel nieuwe leden zijn.**
A new church becomes built	*when*	*there many new members are.*
Wij vergeven andere mensen	**als**	**zij ons pijn doen.**
We forgive other people	*if*	*they us pain do.*
	terwijl	
	while	
	zodat	
	so that	

Denkt u dat God u zal zegenen?
Think you that God you shall bless?
Ja, omdat Hij mij altijd heeft gezegend.
Yes, because He me always has blessed.
Nee, omdat Hij mij nooit heeft gezegend.
No, because He me never has blessed.

Voelt u de Geest?
Feel you the spirit?
Ja, nudat ik gedoopt ben.
Yes, now that I baptized am.
Nee, omdat ik het niet wil voelen.
No, because I it not want to feel.

**Notice how all of the clauses at the end of the sentences are complete sentences, but all verbs in the clause are "kicked" to the end.*
*** Interrogative words (who, what when, where, why, how) always act as kickers when they are used anywhere in a sentence other than the beginning of a question.*

Function: Asking and answering questions of cause and effect
Context: Receiving Blessings

Scenario

You have been teaching Rita for a few weeks now and feel she has gained a testimony, but is nervous to act upon it. Promise her the blessings that she will receive when she/he decides to live the gospel.

1. Practice: Teach Rita as a companionship. A few companionships will split up so that each teaching companionship teaches just one investigator. Using the grammar from this board display along with any other grammar and vocabulary you know, bear testimony and promise specific blessings that come from living the gospel.

2. Evaluate; switch roles and practice; evaluate

Additional Scenario(s)

Subordinating Conjunctions (Kickers) - Advanced

God houdt van	**ons**	**omdat**	**wij**	**zijn kinderen**	**zijn.***
God loves	*us*	*because*	*we*	*His children*	*are.*

God houdt van	mij	ons
God loves	*me*	*us*
God zegent	u/jou	jullie
God blesses	*you*	*you (pl.)*
God helpt	hem/haar	hen
God helps	*him/her*	*them*

omdat	ik	wij
because	*I*	*we*
als	u/jij	jullie
if	*you*	*you (pl.)*
nadat	hij/zij	zij
after	*he/she*	*they*

zijn kind(eren)	ben.	zijn.
His child(ren)	*am.*	*are.*
gehoorzaam	bent.	zijn.
obedient	*are.*	*are.*
rechtvaardig	is.	zijn.
righteous	*is.*	*are.*

God antwoordt
God answers
De Geest leidt
The Spirit guides
De Geest blijft met
The Spirit stays with
De Geest inspireert
The Spirit inspires
De Geest onderwijst
The Spirit teaches

zodat
so that
wanneer**
when
zolang
as long as
terwijl
while

de schriften	studeer.	studeren.
the scriptures	*study.*	*study.*
Gods woord	studeert.	studeren.
God's word	*study.*	*study.*
in het Boek van Mormon	studeert.	studeren.
in the Book of Mormon	*studies.*	*study.*
over de waarheid	bid.	bidden.
about the truth	*pray.*	*pray.*
om een antwoord	bidt.	bidden.
for an answer	*pray.*	*pray.*
om hulp	bidt.	bidden.
for help	*prays.*	*pray.*

Zal God mij zegenen?
Shall God me bless?
God zegent ons als wij gehoorzaam zijn.
God blesses us if we obedient are.
God zal u zegenen omdat Hij van u houdt.
God shall you bless because He you loves.

Wanneer leidt de Geest ons?
When leads the Spirit us?
De Geest leidt ons wanneer wij om hulp vragen.
The Spirit guides us when we for help pray.
De Geest kan ons leiden als wij luisteren.
The Spirit can us lead if we listen.

**Notice how all of the clauses at the end of the sentences are complete sentences, but all verbs in the clause are "kicked" to the end.*
*** Interrogative words (who, what when, where, why, how) always act as kickers when they are used anywhere in a sentence other than the beginning of a question.*

Function: Asking and answering questions of cause and effect
Context: Promise Blessings

Scenario

You have been teaching Rita for a few weeks now and feel she has gained a testimony, but is nervous to act upon it. Promise her the blessings that she will receive when she/he decides to live the gospel.

1. Practice: Teach Rita as a companionship. A few companionships will split up so that each teaching companionship teaches just one investigator. Using the grammar from this board display along with any other grammar and vocabulary you know, bear testimony and promise specific blessings that come from living the gospel.

2. Evaluate; switch roles and practice; evaluate

Additional Scenario(s)

Begin Sentence with Subordinating Conjunctions (Kickers)

Clause 1				Clause 2			
*Conjunction**	*subject*		*verb*	*verb*	*subject*		*verb*
Als	**wij**	**tot God**	**bidden**	**kunnen****	**wij**	**openbaring**	**ontvangen.**
If	*we*	*to God*	*pray*	*can*	*we*	*revelation*	*receive.*
Omdat	ik	naar de kerk	ga	zal	ik	zegeningen	krijgen.
Because	*I*	*to the church*	*go*	*will*	*I*	*blessings*	*get.*
Nadat	wij	in het Boek van Mormon	lezen	moeten	wij	naar onze afspraak	fietsen.
After(that)	*we*	*in the Book of Mormon*	*read*	*must*	*we*	*to our appointment*	*bike.*
Toen	ik	8 jaar uit	was	werd	ik		gedoopt.
When	*I*	*8 years old*	*was*	*became*	*I*		*baptized.*
Terwijl	u		bidt	kunt	u	uw vragen	stellen.
While	*you*		*pray*	*can*	*we*	*your questions*	*pose.*
Als	wij	gedoopt	worden	kunnen	wij	de Heilige Geest	ontvangen.
If	*we*	*baptized*	*become*	*can*	*we*	*the Holy Ghost*	*receive.*
Wanneer	ik	de geest	voel	is	het	een warm gevoel.	
When	*I*	*the spirit*	*feel*	*is*	*it*	*a warm feeling.*	
Voordat	**u**	**de Heilige Geest**	**ontvangt**	**moet**	**u**	**gedoopt**	worden.
Before	*you*	*the Holy Ghost*	*receive*	*must*	*you*	*baptized*	*become.*

***Switched*

Waarom moet ik het Boek van Mormon lezen?

Why must I the Book of Mormon read?

Als wij het Boek van Mormon lezen, kunnen wij over God leren.

If we the Book of Mormon read, can we about God learn.

Wat zal gebeuren als ik tot God bidt?

What will happen if I to God pray?

Als u bidt, zult u Gods liefde voelen.

If you pray, will you God's love feel.

Waarom is de kerkdienst belangrijk?

Why is the church service important?

Wanneer wij naar de kerk gaan, kunnen wij de geest voelen.

When we to the church go, can we the spirit feel.

** These certain conjunctions are often called "kickers" because they "kick" verbs to the back of clauses and phrases.*

*** When starting out the sentence with a kicker, the subject and first verb of the second clause is switched. They are switched in order to form a correct sentence.*

Function: Asking and answering questions of cause and effect
Context: Purpose of Commitments

Scenario

You are teaching your investigator, Hendrik, about reading the Book of Mormon, praying, and coming to church. He is understanding the gospel, but he is struggling to understand why he needs to do these things. He is failing to understand what the blessings are of reading, praying, and coming to church.

1. Practice: One missionary in your companionship will be the investigator and the other will be the missionary. Practice promising blessings to Hendrik. Using the grammar from this board display along with any other grammar and vocabulary you know, bear testimony and promise specific blessings that come from reading the Book of Mormon, praying, and coming to church. Feel free to

2. Evaluate; switch roles and practice; evaluate

Additional Scenario(s)

At the beginning of a lesson you are following up with commitments you have given to your investigator. You find out that your investigator is having trouble keeping a certain commitment (choose the commitment).

1. Practice: Practice promising blessings to your investigator, expaining what will happen to the investigator if they keep their commitment.

2. Evaluate, switch roles, and re-practice.

Conceptual Practice: Subordinating Conjunctions (kickers) and Coordinating Conjunctions

Conjunctions are used to connect two thoughts together in one sentence. Some conjunctions change the order of the words in the sentence. After a *subordinating* conjunction move the next conjugated verb to the end of the clause. When using a *coordinating* conjunction the word order is similar to English. With a partner, combine each pair of sentences into one using an appropriate conjunction. Your new sentence should be in English but with Dutch word order.

EXAMPLE: We believe. God helps us. (that) → We believe <u>that</u> God us <u>helps</u>. (subordinating)
EXAMPLE: God blesses me. He helps my family. (and) → God blesses me and helps my family. (coordinating)

I know. The church is true.
God loves us. We are his children.
He knows the truth. He loves the truth.
We believe. God is our father.
We are on earth. We can learn.
They can live righteously. They can sin.
You feel the spirit. You come to church.
God forgives us. We repent sincerely.
I know. Our Savior lives.
God loves us. We are his children.
We came to earth. We could grow.
We know. Christ can forgive you.
The church is true. There is opposition.

You are blessed. You choose the right.
We lived with God. We came here.
God blesses us. He loves us.
Jesus lives. Satan lives too.
I gained a testimony. I prayed to God.
We get baptized. We can make covenants.
Our message is true. Our language is imperfect.
He loves the gospel. He shares it with others.
You will be blessed. You repent of sin.
We can live with God. We leave this life.
I felt the spirit. I went to church.
Life is a gift from God. It can be hard.
She will receive an answer. She prays to God.

Subordinating Conjunctions	
dat	that
als	if, as
voor(dat)	before
omdat	because
wanneer	when
na(dat)	after
zodat	so that
(niet) of	whether, if
hoewel	although
terwijl	while
nudat	now that

Coordinating Conjunctions	
en	and
maar	but
dus	thus, therefore, so
of	or
want	for, because

Have missionaries practice differentiating between “omdat” and “wegens”. “Omdat” is used when “because” links two clauses together (both clauses will have a subject and a verb). “Wegens” is used when one clause is linked to a single noun (e.g. …because of the scriptures).

-People didn’t know the truth because the Great Apostasy.
-People didn’t know the truth because there was a Great Apostasy.
-The Priesthood needed to be restored because it was lost in the Apostasy.
-Because of the Restoration, the Priesthood is restored.
-Translation could only be done by someone who was called by God.
-We are able to have the Book of Mormon because of Joseph Smith.
-The Bible has lost many of its truths because how it has been translated over the years.
-Because of people of like William Tyndale, the Bible was made available in English.
-We need to repent, because we all sin.
-Because of Christ’s atonement, we are all able to repent from sin.

Conversational Past with Hebben

		Ik	**heb**	**over de waarheid**		**gebeden.**
		I	*have*	*about the truth*		*prayed.*
Ja,	Ik	Wij	heb	hebben	over de waarheid	(niet)	gebeden.
Yes,	*I*	*We*	*have*	*have*	*about the truth*	*(not)*	*prayed.*
Nee,	U/Jij	Jullie	heeft/hebt	hebben	Gods liefde		gevoeld.
No,	*You*	*You (pl.)*	*have*	*have*	*God's love*		*felt.*
Wat	Hij/Zij/Het	Zij	heeft	hebben	een antwoord		gekregen.
What…?	*He/She/It*	*They*	*has*	*have*	*an answer*		*received.*
Wie		De onderzoeker			de zegeningen		herkend.*
Who…?		*The investigator*			*the blessings*		*recognized.*
		Enos			een verandering		bemerkt.*
		Enos			*a change*		*noticed.*
		God			troost en leiding		ontvangen.*
		God			*comfort and guidance*		*received.*
		De profeet			mij	(niet)	geholpen.
		The prophet			*me*	*(not)*	*helped.*
		Het evangelie			ons		geroepen.
		The gospel			*us*		*called.*
					de leden		geleid.
					the members		*led.*
					mijn familie		gezegend.
					my family		*blessed.*

Wat hebben jullie gevoeld?
What have you felt?
Wij hebben de Geest gevoeld.
We have the Spirit felt.
Ik heb geen vrede gevoeld.
I have no peace felt.

Wie heeft u geholpen?
Who have you helped?/Who has helped you?
Ik heb uw familie geholpen.
I have your family helped.
God heeft mij geholpen.
God has me helped.

**be-, ge-, er-, ver-, her-, onder-, and ont- are common verb prefixes; if a verb begins with one of these prefixes you do not add the "ge" when forming the past participle.*

Function: Asking about and describing actions and events
Context: Follow-Up

Scenario

You have taught the Jansen family 3 times. The mother and father have two children. They have been keeping their commitments and came to church for their first time today (Sunday), but hurried out when it was over because of something they had to get to. You call the Jansens later that night to find out how the they liked church and to set up a new appointment.

1. Practice: One missionary will be Broeder/Zuster Jansen, and the other will be the missionary. Turn your chairs back to back with your companion and call the Jansens on imaginary phones. Ask questions about the Jansen's experience at church, as well as the individual to whom you are speaking, to see how they felt, what they learned, and if they received answers or revelation. Feel free to use ideas from the board display, but do everything you can to ask your own questions.

2. Evaluate; switch roles and practice; evaluate

Additional Scenario(s)

The scenario is the same as the previous scenario except the missionary who spoke with the Jansens is explaining to his companion what Brother Jansen said about his experience at church.

1. The missionary who did not speak with Brother Jansen wants to know what he said and will ask questions about his experience at church.
2. The other missionary responds to his questions and they discuss the Jansen family.

Strong Verbs - Conv. Past	Weak Verbs - Conv. Past
ge-(changed stem)-en	**ge-(changed stem)-t/d**
Stems of strong verbs require a change of the vowels within the word. These changes are not always consistent and are just best to memorize at this point in your learning.	*Stems ending with any of the consonants in 's(o)ft k(e)tch(u)p' will add a* **t**. *Other endings add a* **d**.
zenden *stem is 'zond'* *ge-***zond***-en*	**kloppen** *stem is 'klop'* *ge-***klop***-t*
krijgen *stem is 'kreeg'* *ge-***kreg***-en*	**voelen** *stem is 'voel'* *ge-***voel***-d*

NOTE: be-, er-, ge-, ver-, her-, onder-, and ont- are common verb prefixes for verbs; if a verb begins with one of these prefixes you do not need to add the "ge" when forming the past participle.

Conversational Past with Zijn

	Hij	**is**			**een discipel van Christus**	**geworden.**
	He	*is*			*a disciple of Christ*	*become.*
Ja,	Ik	ben	zijn	(niet)	(een) discipel(en) van Christus	geworden.
Yes,	*I*	*am*	*are*	*(not)*	*(a) discipl(es) of Christ*	*became.*
Nee,	U/Jij	bent	zijn		(een) lid (leden)	geweest.
No,	*You*	*are*	*are*		*(a) member(s)*	*been.*
	Hij/Zij	is	zijn		gelovig	
	He/She	*is*	*are*		*religious*	
	Wij				gedoopt	
	We				*baptized*	
	God	**was**	**waren**		aan de profeet	verschenen.
	God	*was*	*were*		*to the prohpet*	*appeared.*
	Christus	**was**	**waren**		voor ons	gestorven.
	Christ	*was*	*were*		*for us*	*died.*
	Jezus	**was**	**waren**		naar de kerk	gegaan.
	Jesus	*was*	*were*		*to the church*	*gone.*
	Joseph Smith	**werd**	**werden**		met het priesterschap	gedoopt.
	Jospeh Smith	*became*	*became*		*with the priesthood*	*baptized.*
	De apostelen	**werd**	**werden**		door slechte mensen	gedood.
	The apostles	*became*	*became*		*through bad people*	*killed.*
		werd	**werden**		voor hun goede daden	gezegend.
		become	*became*		*for their good deeds*	*blessed*

Bent u gedoopt geweest?	**Was Jezus voor mij gestorven?**
Are you baptized been?	*Was Jesus for me died?*
Ja, ik werd met het priesterschap gedoopt.	**Ja, Jezus was voor u gestorven.**
Yes, I became with the priesthood baptized.	*Yes, Jesus was for you died.*
Nee, ik ben niet gedoopt geweest.	**De apostelen werden ook gedood.**
No, I am not baptized been.	*The apostles became also killed.*

**Zijn is a "helping verb" required to form the conversational past tense whenever the verb refers to (1) changing location (2) changing state or (3) intransitive (a verb that has no direct object).*

Function: Asking about and describing actions and events
Context: The Life of Jesus Christ

Scenario

You have been teaching Nico for several weeks now. He was raised in a non-religious home and has never heard the story of Jesus and the Atonement. You are meeting with him again today to teach him about the Atonement of Jesus Christ and how we can be forgiven from sin because of it.

1. Preparation: Find an appropriate passage or two that you can read together with Nico as you teach about gospel.

2. Practice: Teach about how Christ performed the Atonement and what that means for us. Have one missionary take the role of Nico and the other the role of the missionary. Have the missionary share scriptures, ask questions, and share a message about how Nico, as well as the rest of God's children, need the Atonement.

3. Evaluate; switch roles and practice; evaluate

Additional Scenario(s)

You are street contacting and come across a group of Dutch teen-agers. They are critical of you and ask why your Dutch sounds funny. Instead of just passing them by, you take the opportunity to teach and testify about the message of Jesus.

	Joseph Smith *Joseph Smith*	**bad** *prayed*	**om een antwoord.** *for an answer.*
Ja, *Yes,*	Joseph Smith *Joseph Smith*	bad(en) *prayed*	om een antwoord. *for an answer.*
Nee, *No,*	Hij *He*		voor zijn eerste keer hardop. *for his first time aloud.*
Wie...? *Who...?*	Jezus Christus *Jesus Christ*	verscheen(en) *appeared*	aan Joseph Smith. *to Joseph Smith.*
	Hemelse Vader *Heavenly Father*		in een visioen. *in a vision.*
	Zij *They*	antwoordde(n) *answered*	zijn gebed. *his prayer.*
	De engel Moroni *The angel Moroni*		zijn vraag. *his question.*
		vertelde(n) *told*	Joseph dat geen kerk waar was. *Joseph that no church true was.*
			Joseph dat hij een profeet zou zijn. *Joseph that he a prophet would be.*
		herstelde(n) *restored*	**het ware evangelie.** *the true gospel.*
			de kerk weer op de aarde. *the church again on the earth.*

Herstelde Joseph Smith het ware evangelie?
Did Joseph Smith restore the true gospel?
Ja, Joseph Smith herstelde het ware evangelie.
Yes, Joseph Smith restored the true gospel.
Nee, Christus herstelde zijn evangelie dóór Joseph Smith.
No, Christ restored His gospel through Joseph Smith.

Vroegen de apostelen om hulp van God?
Did the apostles ask for help from God?
Ja, de apostelen baden vaak om hulp.
Yes, the apostles prayed often for help.
Ja, want zij hadden zijn hulp nodig.
Yes, for they needed His help.

Function: Asking about and describing actions and events
Context: The Restoration

Scenario

You have been teaching the Van Komen family for 3 weeks. The mother and daughter have both received testimonies and are excited to be baptized in 3 weeks. The husband, Martin, says he feels like the church is a good thing, and that the missionaries and members are very nice people, but he doesn't feel the need to be baptized. He was baptized as a baby into the Catholic church and grew up a faithful Catholic. Martin says he hasn't prayed about your message because he doesn't understand why someone like Joseph Smith was necessary.

1. Practice: Work in groups of two with someone who is not your companion. One missionary plays the investigator while the other is the missionary. Use ±5 minutes to explain the great apostasy to Martin and help him understand and feel the need for the restoration through Joseph Smith.

2. Evaluate; switch roles and practice; evaluate

Strong Verbs - Narrative past	Weak Verbs - Nar. Past
(changed stem)	**(same stem)+ te/de**
Stems of strong verbs require a change of the vowels within the word. Some of these changes have patterns, but others are not always consistent and are just best to memorize at this point in your learning. Plurals take an additional 'en' at the end.	*Stems ending with any of the consonants in 's(o)ft k(e)tch(u)p' will add a* **te**. *Other endings add a* **de**. *Plurals take an additional 'n' at the end.*
zenden *singular:* ***zond*** *plural:* ***zonden***	**kloppen** *stem is 'klop'* *s.* **klop**-*te* *pl:* **klop**-*ten*
krijgen *singular:* ***kreeg*** *plural:* ***kregen***	**voelen** *stem is 'voel'* *s:* **voel**-*de* *pl:* **voel**-*den*

Additional Scenario(s)

You have been asked to teach a lesson in sharing time this coming Sunday. The topic is 'heroes from the scriptures.' You and your companion have decided to write out SHORT, simplified versions of one or two scripture stories. You have decided that one companion will read the story out loud, while the other acts it out.

1. Choose a story from the scriptures and spend 6 min writing it out. Do not use your dictionaries or grammar book during this time.
2. Spend two minutes correcting the stories using language books.
3. Read your stories aloud and have your companion act out the actions that are happening in the story. If there is more than one character, the reader can ask other missionaries to do the actions of those characters.
4. The story should not take more than 3 min to read. (Option: If the reader doesn't say names, the other missionaries could try to guess who the story is about.) An example follows: Reader: "Hij bouwde een schip." (Actor pretends to build a ship.) Reader: "Zijn broers werkten tegen hem." (Reader points at two missionaries who then begin to make fun of the ship-builder.) Any Missionary: "Het verhaal gaat over Nephi!"

Turn each of the following present tense sentences into the narrative and conversational past tense (e.g. I go to Europe; I went to Europe; I have gone to Europe). The <u>narrative past</u> is used to refer to a specific event that took place in the past (e.g. Joseph saw God and Jesus Christ). The <u>conversational past</u> describes past events more generally (Joseph Smith has seen God).

-I teach people the gospel.

-Missionaries speak with the spirit.

-Obedience brings us blessings.

-I read with investigators.

-We discuss the doctrine of Christ.

-You eat a lot of food.

-People believe in the message.

-Joseph sees God and Jesus Christ.

-Christ teaches us his gospel through the prophets.

-Missionaries obey God the best that they can.

-I listen to the Spirit.

-They look for the truth.

-God blesses all His children.

-The Holy Ghost guides peoples' choices.

-I pray for inspiration.

-Many people are getting baptized.

-The Jansens invite friends to church every week.

-She studies scriptures daily.

-We trust in Moroni's promise.

-He bikes to school.

-The investigator listens sincerely.

-The prophet receives revelation.

Adjective Inflection

	Joseph Smith	**is**		**een**	**ware**	**profeet.**
	Joseph Smith	*is*		*a*	*true*	*prophet.*
Yes, Ja,						
				All De words: een/de/onze + e		
No, Nee,	Joseph Smith	is/zijn	(niet)	een	ware	profeet (profeten).*
	Joseph Smith	*is/are*	*(not)*	*a*	*true*	*prophet.*
	Thomas Monson	was/waren		de	goede	leider(s).
	Thomas Monson	*was/were*		*the*	*good*	*leader(s).*
	De profeten	leert/leren		onze	hedendaagse	leer.
	The prophets	*to learn or teach*		*our*	*modern-day*	*doctrine.*
	De apostelen	onderwijst/onderwijzen		***Unspecified Het words: een/geen (no 'e' added)***		
	The apostles	*to teach*		**een**	**waar**	boek.
	Hij	spreekt over/spreken over		*a*	*true*	*book.*
	He	*to speak about*		**geen**	**goed**	hoofdstuk.
	Zij			*no*	*good*	*chapter.*
	She/They				**belangrijk**	beginsel.
	Het Boek van Mormon				*true*	*principle.*
	The Book of Mormon			***Specified Het words: het/ons + e***		
	De Bijbel			**het**	**mooie**	**evangelie.**
	The Bible			*the*	*nice/pretty*	*gospel.*
	Dat			**ons**	**herstelde**	**priesterschap.**
	That			*our*	*restored*	*priesthood.*

Zijn de apostelen ware leiders?
Are the apostles true leaders?
Ja, de apostelen zijn ware leiders.
Yes, the apostles are true leaders.
Thomas S. Monson is de hedendaagse profeet.
Thomas S. Monson is de modern day prophet.

Is het Boek van Mormon een waar boek?
Is the Book of Mormon a true book.
Ja, het Boek van Mormon is een waar boek.
Yes, the Book of Mormon is a true book.
Mormon is niet een hedendaagse profeet.
Mormon is not a modern day prophet.

** ALL ADJECTIVES will take an 'e' ending except words that are describing UNSPECIFIED 'het' words. "**A** book" is not a specific book, but "**That** book" is specific.*

Function: Asking about and describing objects, people, and their character-
Context: Testifying

Scenario

You've been asked to teach a short message to the Primary this Sunday about prophets. You and your companion have decided to keep your message very simple and to focus primarily on Joseph Smith and President Monson.

1. Practice: Present your message to another companionship, which will role-play as young children who want to learn more about the gospel. Teach simply enough for them to understand, in both your Dutch as well as your content.

2. Evaluate; switch roles and practice again; evaluate

***KNOW THIS**: An unspecified noun is one that is NOT specific. For example, a book, which book, and any book are all UNSPECIFIED books. However, that book, this book, and his book are all SPECIFIED books because you know exactly which book someone is talking about.* **ALL ADJECTIVES will take an 'e' ending except for words that are describing UNSPECIFIED 'het' words, like the word 'mooi' in "Dat is een mooi (het) boek."** *Yes, like with many other rules there are exceptions, but if you try worrying about those right now you'll only confuse yourself and get a headache.*

Additional Scenario(s)

With another missionary, spend time describing different people and objects in the area. Use various adjectives and various objects in your sentences. Look up any nouns you don't know as well as adjectives that you can see yourself using when teaching, telling stories, describing yourself and your family, and having discussions with members or investigators.

Example Sentences:
-**Dit grote** boek is van mij, maar u heeft **een klein** boek.
-**De lange** vrouw heeft **een korte** dochter.

List of various adjectives:

-**Aardig/e**: *kind (*or *weird* in Belgium*)*
-**Breed/Brede**: *broad*
-**Christelijk/e:** *Christlike*
-**Dik/Dikke**: *thick, fat*
-**Eng/e**: *scary*
-**Fijn/e**: *fine, nice, beautiful*
-**Grappig/e**: *funny*
-**Groot/Grote**: *large*
-**Heerlijk/e**: *delicious*
-**Heet/Hete**: *hot*
-**Interessant/e**: *interesting*
-**Juist/e**: *correct*
-**Klein/e**: *small*
-**Kort/e**: *short*
-**Koud/e**: *cold*
-**Lang/e**: *long or tall*
-**Lekker/e**: *tasty*
-**Mooi/e**: *nice or pretty*
-**Nederig/e**: *humble*
-**Ootmoedig/e**: *humble*
-**Prachtig/e**: *magnificent, wonderful*
-**Raar/Rare**: *weird or strange*
-**Slim/Slimme**: *smart, clever*
-**Trouw/e**: *loyal, faithful, true*
-**Uniek/e**: *unique*
-**Vriendelijk/e**: *friendly*
-**Warm/e**: *warm*
-**Zedelijk/e**: *moral*

Colors (kleuren)

-**Rood/Rode**:*red*
-**Blauw/e**: *blue*
-**Oranje***: *orange*
-**Roze***: *pink*
-**Geel/Gele**: *yellow*
-**Groen/e**: *green*
-**Paars/e**: *purple*
-**Zwart/e**: *black*
-**Wit/Witte**: *White ("blanc" when referring to people and some objects)*

These colors always require the* **e

The Verb Nodig Hebben* (to need, to require**)

Wij	**hebben**	**Christus**	**nodig.**
We	*have*	*Christ*	*necessary.*

Ja,
Yes,
Nee,
No,
Wie…?
Who…?

Ik *I*	Wij *We*
U/Jij *You*	Jullie *You (pl.)*
Hij/Zij *He/She*	Zij *They*

heb *have*	hebben *have*
heeft/hebt *have*	hebben *have*
heeft *has*	hebben *have*

Iedereen (singular)
Everyone
Kerkleden
Church members
De hele wereld
The whole world

Christus (niet) nodig.
Christ not necessary.
zijn genade
his grace
de Geest
the Spirit
de verzoening
the atonement
geloof
faith

(een) oprecht hart nodig om antwoorden te ontvangen.
(a/n) sincere heart necessary for answers to find.
(geen) geld om gelukkig te zijn.
(no) money for happy to be.
hulp **om meer te leren.**
help for more to learn.
Heiland om zich te kunnen bekeren.
Savior for self to be able to repent.

Wie heeft de verzoening nodig?
Who has the atonement necessary?
Iedereen heeft de verzoening nodig.
Everyone has the atonement necessary.
Ik heb de verzoening elke dag nodig.
I have the atonement every day necessary.

Hebben wij geld nodig om gelukkig te zijn?
Have we money necessary for happy to be?
Nee, ik heb geen geld nodig om gelukkig te zijn.
No, I have no money necessary for happy to be.
Ik heb Christus nodig om gelukkig te zijn.
I have Christ necessary for happy to be.

The word 'nodig hebben' only applies to* **THINGS *- nouns - that you need. If you need to* **DO** *anything - verbs - the word 'moeten' (must) will be used. I.e. I need food/I must eat.*
A very common mistake is adding the word* **van** *because a close English equivalent of 'nodig hebben' is 'to have need* **of'. Thus, don't say "Ik heb nodig van een boek."*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: the Atonement

Scenario

While you are teaching the first lesson, Jan says that he is interested in what the prophets teach and wants to know why those things are important to us right now. He says that he often wonders why he is here on the earth and what the purpose of his existence here is. He is interested to learn what the prophets have to say about these questions.

1. Practice- Work with your companion or another missionary and teach Jan (another missionary as an investigator). Emphasize the fact that we need prophets to know about God's plan for us.

2. Evaluate; switch roles and practice again; evaluate

Additional Scenario(s)

You and your companion are creating a grocery list on your Preparation day. Your fridge is empty and you need to stock up on food for the coming week, along with other daily needs. Spend some time individually looking up Dutch words for items you want to buy at the supermarket. Practice explaining what you need with your companion.

Example sentences:

-Wij hebben veel kaas nodig.
-Heeft u deodorant nodig?

Practice identifying (not translating) which sentences require *moeten* and which sentences require *nodig hebben*.
***Moeten* is used when one must do something (e.g. *Ik moet naar de WC gaan*), meaning it refers to verbs.**
***Nodig hebben* is used when one needs a thing (e.g. *Ik heb een pen nodig*), meaning it refers to nouns.**

Dutch example sentences:
-Zij heeft een __noun__ nodig om zich beter te voelen.
-We moeten __verb__ voordat we familie van der Vlis bellen.

-I need to know the truth.
-What does the mission office need to order for you?
-Joseph needed to pray to know which church was true.
-He struggles when he compares himself to other missionaries to determine his progress.
-Will they need help from us this Friday?
-Everyone needs to be baptized.
-We need to set a baptismal date with Jaap-Jan.
-Peter needs to stop smoking before he can be baptized.
-Sara doesn't need to pay tithing before she is baptized.
-When do we need to be at the library?
-My great-grandmother needs our prayers.
-Christ taught us that we all need forgiveness.
-Do you think that she needs to learn about the Atonement?
-Everyone needs to read the Book of Mormon to know if it is really true.
-The doctor needs to answer his phone.
-Our investigators need to read and pray about the Book of Mormon.
-Investigators must attend church three times before being baptized.
-Those we teach must learn to make church attendance a habit.
-Kees and Lisanna need directions to church today.
-My mom thinks that I need to go to the hospital.

Demonstrative Adjectives

Deze	**tekst**	**is**	**een**	**voorbeeld van Gods liefde.**
This	*text*	*is*	*an*	*example of God's love.*

Ja,
Yes,
Nee,
No,

De

This/These	**Deze**
That/Those	**Die**

Het

This	**Dit**
That	Dat

(de)	tekst(en)	is	(een)	voorbeeld(en) van Gods liefde.
	text(s)	*is*	*(a/n)*	*example(s) of God's love.*
(de)	passage(s)	**zijn**	(geen*)	bewijs van de waarheid.
	passage(s)	*are*	*(no)*	*proof of the truth.*
(de)	les(sen)			getuigenis(sen) van Jezus Christus.
	lesson(s)			*testimony(~ies) of Jesus Christ.*
(de)	schriften			verhaal(~halen) over gebed.
	scriptures			*story(~ies) about prayer.*
(het)	boek(en)		(niet)	het woord van God.
	book(s)		*(not)*	*the word of God.*
(het)	verhaal(~halen)			vergelijkbaar.
	story(-ies)			*comparable.*
(het)	beginsel(en)			belangrijk voor ons.
	principle(s)			*important for us.*
(het)	vers(~zen)			zoals de Bijbel.
	verse(s)			*like the Bible.*
				vergelijkbaar met de Bijbel.
				comparable with the Bible.

Zijn deze verzen vergelijkbaar?
Are these verses comparable?
Ja, deze verzen zijn vergelijkbaar.
Yes, these verses are comparable.
Nee, maar zij zijn belangrijk voor ons.
No, but they are important for us.

Is deze tekst een voorbeeld van Gods liefde?
Is this text an example of God's love?
Ja, die tekst is een voorbeeld van Gods liefde.
Yes, that text is an example of God's love.
Ja, en het is vergelijkbaar met deze Bijbel tekst.
Yes, and it is comparable with this Bible text.

** When using the word* **geen***, it replaces* **een** *and also the articles* **de** *or* **het** *just like in English: I have* ***the*** *book. vs. I have* ***no*** *book.*

Function: Asking about and describing objects, people, and their character-
Context: Studying the Scriptures

Scenario

You contacted a family on the bus. While skeptical, the parents agreed to let you visit later that evening. They are the parents of 3 young children. Early in the lesson the father says that he has never been the religious type and in general he disagrees with the idea of organized religion. He does mention, however, that he is intrigued with the idea of new scripture and prophets.

1. Preparation: Review the grammar and vocabulary from the lesson and prepare to share all you can about The Book of Mormon.

2. Practice: Working in pairs, have one missionary take the role of the investigator and the other the missionary. Ask questions and discuss as many important points as possible about The Book of Mormon using as much grammar and vocabulary from this lesson as you can.

3. Evaluate; switch roles and practice; evaluate

Additional Scenario(s)

Hold a short testimony meeting about The Book of Mormon, using the grammar principle and as much of the vocabulary as possible.

Prepositions

Ware profeten	getuigen	van	Jezus Christus.
True prophets	*testify*	*of*	*Jesus Christus.*

Ja,
Yes,
Nee,
No,
Waarom
Why…?

Ware profeten
True prophets
Zendelingen
Zendelingen

Ik	Wij
I	*We*
U	Jullie
You	*You (pl.)*
Hij/Zij	Zij
He/She	*They*

getuig	getuigen
getuigt	**getuigen**
getuigt	getuigen

prediken

leer	leren
leert	**leren**
leert	leren

learn/teach

bid	bidden
bidt	**bidden**
bidt	bidden

pray

zal	zullen
zult/zal	**zullen**
zult	zullen

shall

wil	**willen**
wilt	**willen**
wil	willen

want

van
of/from

over
about

om
for

voor
before

na
after

tijdens
during

naar
to

Jezus Christus. (niet.)*
Jesus Christ. (not.)
de verzoening.
the atonement.
het Boek van Mormon.
the Book of Mormon.
Gods liefde.
God's love.
vergeving.
forgiveness.
antwoorden.
answers.

de les bidden.
the lesson pray.
het gebed lezen.
the prayer read.
de doopdienst **met u spreken.**
the baptism service with you speak.
de kerk gaan.
the church go.
God terugkeren.
God return.

Getuigen profeten van Jezus Christus?
Testify prophets of Jesus Christ?
Ja, ware profeten getuigen altijd van Christus.
Yes, true prophets testify always of Christ.
Profeten leren ons over de verzoening.
Prophets teach us about the atonement.

Zult u over het Boek van Mormon bidden?
Shall you about the Book of Mormon pray?
Ja, ik zal erover bidden.
Yes, I shall thereover pray.
Nee, ik wil niet over dat boek bidden.
No, I want not about that book pray.

'Niet' can negate both the verb OR the object and should be placed immediately after the one to negate. You can say "Ik leer* **niet *over de verzoening." to negate 'leren'.*

Function: Asking about and describing actions and events
Context: Teaching

Scenario

A member of the church, Chris, just moved into a new house with his family. When you speak with him in church he invites you and your companion to help him unpack the moving supplies.

1. Practice: With one of you playing the role of Chris and one of you playing the role of the missionary, ask and answering each other where certain items should be placed, where they are located, or where they have already been set. Practice using as many prepositions as you can and feel free to spend time looking up new vocabulary to use in this scenario.

2. Evaluate; switch roles and practice; evaluate

Additional Scenario(s)

The missionaries are now reviewing the street display with their companions.

1. The missionaries take turns telling their companion about the native people they met.
2. Missionaries then take turns describing where the native people live and how to get to their homes. (total: ~10 minutes)

Infinitive Phrases with om and door

subject	verb 1	verb 2	om/door	infinitive
U	**kunt**	**bidden**	**om**	**vrede te voelen.**
You	*can*	*pray*		*to feel.*

Ja,	Ik	Wij
Yes,	*I*	*We*
Nee,	U	Jullie
No,	*You*	*You (pl.)*
	Hij/Zij	Zij
	He/She	*They*

kan	**kunnen**
kunt	kunnen
kunt	**kunnen**

can

moet	**moeten**
moet	moeten
moet	**moeten**

must

wil	willen
wilt	willen
wil	**willen**

want

zal	**zullen**
zult/zal	**zullen**
zult	**zullen**

shall

(niet)	bidden	om	vrede te voelen.
(not)	*pray*		*peace to feel.*
	lezen		antwoorden te ontvangen.
	read		*answers to receive.*
	God vertrouwen		een getuigenis te ontwikkelen.
	God trust		*a testimony to develop.*
	naar de kerk gaan		meer over Jezus te leren.
	to the church go		*more about Jesus to learn.*
	rein worden	door	te bidden.
	clean become	*through*	*to pray.*
	Christus volgen		**gedoopt te worden.**
	Christ follow		*baptized to become.*
	geloof oefenen		**dagelijks te lezen.**
	faith exercise		*daily to read.*
	God liefde tonen		**anderen te dienen.**
	God love show		*others to serve.*
	gelukkiger worden		**zich van uw zonden te bekeren.**
	happier become		*self of your sins to repent.*

Zult u bidden om een getuigenis te ontwikkelen?
Shall you pray for a testimony to develop?
Ja, ik zal bidden om antwoorden te ontvangen.
Yes, I shall pray for answers to receive.
Nee, ik wil niet bidden om een getuigenis te ontwikkelen.
No, I want not pray for a testimony to develop.

Kunnen wij God liefde tonen door anderen te dienen?
Can we God love show through others to serve?
Ja, jullie kunnen God liefde tonen door anderen te dienen.
Yes, you can God love show through others to serve.
Wij zullen gelukkiger worden door anderen te dienen.
We shall happier become through others to serve.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Promising Blessings

Scenario

You have just finished teaching Eunice about the Word of Wisdom. She has a strong testimony that Joseph Smith was a prophet and wants to live this commandment, but she's worried she won't be able to quit smoking or drinking. She asks you for advice.

1. Prepare: Use a few minutes to find some appropriate scripture passages that you can read with Eunice as you teach about this commandment.

2. Practice: In pairs, use the grammar principle and vocabulary of this lesson, have one missionary in each pair take the role of the missionary and give suggestions to Eunice on what she can do to break her addiction. Have the missionary roleplaying as Eunice ask questions with her own ideas about what she can do.

3. Evaluate; switch roles and practice; evaluate

Additional Scenario(s)

You want to help Monik overcome her addiction to cigarettes. In order to provide encouragement when you're not with her, write notes of encouragement and suggestions that she can put around her apartment (on her mirror, on her fridge, on her computer, etc.). Beyond encouraging her to quit, also give specific suggestions on what she can do in the place of smoking, or how she can receive help from Heavenly Father to do this.

Infinitive Phrases with om

	God	**roept**			**profeten**		**om**	**ons**	**te onderwijzen.**
	God	*calls*			*prophets*			*us*	*to teach.*
Ja,	God	roept			profeten		om	mij / ons	te onderwijzen.
Yes,	*God*	*calls*			*prophets*			*me / us*	*to teach.*
Nee,	Jezus	riep			apostelen			u/jou / jullie	te dienen.
No,	*Jesus*	*called*			*apostles*			*you / you (pl.)*	*to serve.*
	Hij	geeft	mij / ons		zendelingen			hem/haar / hen	te helpen.
	He	*gives*	*me / us*		*missionaries*			*him/her / them*	*to help.*
		gaf	u/jou / jullie		een bisschop			de kerk	te leiden.
		gave	*you / you (pl.)*		*a bishop*			*the church*	*to lead.*
			hem/haar / hen		geboden			gezinnen	te versterken.
			him/her / them		*commandments*			*families*	*to strengthen.*
					zijn Geest			de leden	te beschermen.
					His Spirit			*the members*	*to protect.*
					een familie			zijn kinderen	
					a family			*his children*	
		heeft			discipelen	geroepen		**ons de weg te laten zien.**	
		has			*disciples*	*called*		*us the way to let see. (to show us the way.)*	
					zijn leven	gegeven		**ons terug naar Hem te brengen.**	
					His life	*given*		*us back to Him to bring.*	

Geeft God ons geboden om ons te beschermen?
Gives God us commandments for us to protect?
Ja, God geeft onse geboden om ons te beschermen.
Yes, God gives us commandments for us to protect.
Ja, en Hij roept zendelingen om de kerk te versterken.
Yes, and He calls prophets for the church to strenghten.

Heeft Jezus zijn leven gegeven om ons terug naar Hem te brengen?
Has Jesus His life given for us back to Him to bring?
Ja, Jezus gaf zijn leven om ons terug naar Hem to brengen.
Yes, Jesus gave His life for us back to Him to bring.
Ja, God heeft zijn Zoon gegeven om ons te leiden.
Yes, God has His Son given for us to lead.

Function: Asking about and describing actions and events
Context: God Calling His Servants

Scenario

You are teaching an investigator, Piet, for the second time. During the last lesson he asked you if you could explain what Christ did when He was on the earth.

1. Preparation: Find an appropriate passage or two you can read with Piet as you teach about gospel.

2. Practice: Working in companionships, use the grammar principle and vocabulary of this lesson while teaching about Christ's mortal ministry. Have one missionary take the role of Piet and the other the role of the missionary and allow each missionary to share scriptures, ask questions, and share a message with Piet about the ministry of Christ on earth.

3. Evaluate; switch roles and practice; evaluate

Additional Scenario(s)

Relative Pronouns

	Een profeet	**is**		**een man**	**die**	**van Christus getuigt.**
	A prophet	*is*		*a man*	*that*	*of Christ testifies.*
Ja,	Een profeet	is	(niet)	een man	die**	van Christus getuigt/getuigen.
Yes,	*A prophet*	*is*	*(not)*	*a man*	*that*	*of Christ testifies/testify.*
Nee,	Thomas S. Monson	zijn		**de man(nen)**		onderwijst/onderwijzen.
No,	*Thomas S. Monson*	*are*		*the man (men)*		*teaches/teach.*
Wie is	Apostelen			**de persoon**		God **openbaring geeft.**
Who is	*Apostles*			*the person*		*God revelation gives.*
Wie zijn	De zendeling(en)			**mensen**		**de Heer** heeft geroepen.
Who are	*The missionarie(s)*			*people*		*the Lord has called.*
	De Geest			**leider(s)**		**voor God spreekt/spreken.**
	The Spirit			*the leader(s)*		*for God speaks/speak.*
	Hij			de profeet	**naar wie****	wij **luisteren.**
	He			*the prophet*	*to whom*	*we listen.*
	Zij				over wie	jullie spreken.
	She/They				*for whom*	*you (pl) speak.*
	Het Boek van Mormon			een boek	dat**	**wij lezen.**
	The Book of Mormon			*the boek*	*that*	*we read.*
	De Bijbel			de schriften	**die****	u moet **studeren.**
	The Bible			*the scriptures*	*that*	*you must study.*
	Dit			het pamflet	**waarin**	**geloven.**
	This			*the pamphlet*	*wherein*	*believe.*

Zijn de zendelingen de mensen die onderwijzen?
Are the missionaries the people that teach?
Ja, de zendelingen zijn de mensen die onderwijzen.
Yes, the missionaries are the people that teach.
Nee, de Geest is de persoon die onderwijst.
No, the Spirit is the person that teaches.

Is Thomas S. Monson de man die God heeft geroepen?
Is Thomas S. Monson the man that God has called?
Ja, hij is de profeet naar wie wij luisteren.
Yes, he is the prophet to whom we listen.
Ja, hij is de man die God openbaring geeft..
Yes, he is the man that God revelation gives.

**Relative pronouns (die, dat, wie) act as kickers whenever they are in the middle of a sentence.*
***'De' words are paired with the word 'Die' and 'Het' words are paired with the word 'Dat'. People can be paired with 'wie' but are frequently paired with 'die'.*

Function: Asking about and describing objects, people, and their character-
Context: Teaching about Prophets

Scenario

You recently began a lesson with Phillip and Sophia, whom you met and gave a Book of Mormon to yesterday. You asked them what they feel about the Book of Mormon and they told you that they have some questions.

1. Prepare: Decide will work with other companionships or work one on one with your companion. Decide who will take the role of the missionary and who will take the role of the investigator.

2. Practice: Phillip and Sophia ask questions about the content of the Book of Mormon such as “Wie is Alma?” The missionary answers using relative clauses such as “Alma is de profeet die veel mensen heeft gedoopt.”

3. Evaluate; switch roles and practice; evaluate

Additional Scenario(s)

The missionaries are teaching Mario and Lena. Mario and Lena went to a katholieke kerk when they were younger and they learned about prayer through their kerk. They told the missionaries they felt like prayer was not very personal and they had never received any answers. Consequently they haven’t prayed for many years.

1. The district is divided into two groups: Missionaries & Phillip/Sophia.
2. The missionaries teach Phillip/Sophia about prayer using Relative Pronouns.
3. Switch after 7 – 8 minutes.

Separable Verbs

	Profeten *Prophets*		**leggen** *explain*		**het heilsplan** *the plan of salvation*		**uit.** *explain.*		
Ja, *Yes,* Nee, *No,* Wat *What*	Profeten *Prophets* Hemelse Vader *Heavenly Father* Christus *Christ* De onderzoeker *The investigator* Zendelingen *Missionaries* De Heilige Geest *The Holy Spirit*		**leg** / **leggen** **legt** / **leggen** **legt** / **leggen** *explain* **denk** / **denken** **denkt** / **denken** **denkt** / **denken** *ponder* **nodig** / **nodigen** **nodigt** / **nodigen** **nodigt** / **nodigen** *invite* **moedig** / **moedigen** **moedigt** / **moedigen** **moedigt** / **moedigen** *encourage*		het heilsplan *the plan of salvation* het evangelie *the gospel* de schriften *the scriptures* de schriftekst *the scripture (text)*	(niet) *(not)*	uit. *explain.*		
	Ik / *I* — Wij / *We* U/Jij / *You* — Jullie / *You (pl)* **Hij/Zij** / *He/She* — **Zij** / *They*			over *about*	mij / *me* — ons / *us* u/je / *you* — jullie / *you (pl)* **hem/haar** / *him/her* — **hen** / *them* **alle mensen** *all people* **zijn kinderen** *His Children*		na. *ponder.* **uit.** *invite.* **aan.** *encourage.*	**om** *for*	**Christus te volgen.** *Christ to follow.* **zich te bekeren.** *self to repent.* **naar de kerk te komen.** *to the church to come.* **te vragen of het waar is.** *to ask whether it true is.* **tot Hem te komen.** *to Him to come.* **gedoopt te worden.** *baptized to become.*

Nodigt u mij uit om gedoopt te worden?
Invite you me for baptized to become?
Ja, wij nodigen u uit om gedoopt te worden.
Yes, we invite you for baptized to become.
Nee, God nodigt u uit om gedoopt te worden.
No, God invites you for baptized to become.

Leggen jullie het evangelie uit?
Explain you the gospel?
Ja, wij leggen het evangelie uit.
Yes, we explain the gospel.
Profeten leggen de schriften uit.
Prophets explain the scriptures.

Function: Asking about and describing objects, people, and their character-
Context: Teaching

Scenario

Kevin/Mona is an investigator with a Hindu background who you met for the first time on a bus to the city. Since he/she doesn't have a Christian background, you decided to teach him/her the plan of salvation in your first appointment. Explain to him/her simply about the Fall so that she will begin to understand the importance of the Atonement.

1. Practice: Working in companionships and using the grammar principle and vocabulary of this lesson have the missionaries teach Kevin/Mona simply about Fall. Have one missionary take the role of Kevin/Mona and the other the role of the missionary.

2. Re-practice: Have the missionaries switch roles, rotate companions, and repeat the activity. Move around among them and give needed help and encouragement.

In Dutch, a word that has the same root can have different meanings when the prefix is added to it; many roots have various prefixes, all with their own meanings. That is why both the root verb and the prefix (uit, over, aan, etc…) are necessary to complete the meaning. For example, leggen= to lay, uitleggen= to explain/lay out. When encountering verbs with separable prefixes, the root verb behaves just as any other verb would (present/past tense conjugations, etc.); the prefix goes to the end of the clause and remains unchanged.

Additional Scenario(s)

Reflexive Verbs and Pronouns

Subject	verb 1	reflexive pron.	(neg.)	verb 2
Hij *He*	**laat** *lets*	**zich** *self*		**dopen.** *baptize.*

Ja, *Yes,*	Ik *I*	Wij *We*	lat~~en~~ *to let (baptize)*	~ **-t**	-en **-en**	me *me*	ons *us*	(niet) *(not)*	dopen. *baptize.*
Nee, *No,*	U/Jij *You*	Jullie *You (pl.)*	bereid~~en~~ *to prepare*	-t	-en	zich/je *self/you*	je *you*		voor. *prepare.*
	Hij/Zij *He/She*	Zij *They*	beker~~en~~ *repent*			zich *self*	zich *self*		
			herinner~~en~~ *remember*						

zal *will*	zullen *will*	bekeren. *repent.*
zult/zal *will*	zullen *will*	laten dopen. *let baptize.*
zal *will*	zullen *will*	voorbereiden. *prepare.*
heb *have*	hebben *have*	**bekeerd.** *repented.*
heeft/hebt *have*	hebben *have*	**laten dopen.** *let baptized.*
heeft *has*	hebben *have*	**voorbereid.** *prepared.*

Herinnert u zich?
Remember you self?
Ja, ik herinner me.
Yes, I remember me.
Nee, ik kan me niet herinneren.
No, I can me not remember.

Zult u zich laten dopen?
Shall you self let baptize?
Ja, ik zal me laten dopen.
Yes, I shall me let baptize.
Ja, maar ik wil me eerst voorbereiden.
Yes, but I want me first prepare.

**Some verbs are always reflexive. Some are only reflexive when the doer and receiver of the action are the same person. It's a matter of memorization and practice.*

Function: Asking about and describing actions and events
Context: Repentance and Baptism

Scenario

You have been teaching Renald and Heidi for 2 weeks now. They are in the middle of the lesson and Renald and Heidi are very excited to be baptized. You will invite Renald/Heidi to be baptized.

1. Practice: Work in groups of two. One missionary plays the role of Renald/Heidi and the other plays the role of the missionary. Using the grammar from this board display as well as any other grammar and vocabulary you know invite Renald/Heidi to be baptized. Discuss a specific date and ways that Renald/Heidi can prepare him/herself for baptism.

2. Re-practice: You are teaching Erik and Gabriela for the first time. They are in the middle of the lesson just taught about the importance of baptism. You will invite Erik/Gabriela to prepare for baptism. Erik/Gabriella is reluctant to agree to prepare for baptism. Help him/her to decide to commit him/herself.

Additional Scenario(s)

You are teaching two college roommates for the first time. They both listen intently as you teach about the restoration of the gospel. After you bear testimony of Joseph Smith and the restoration of the priesthood the spirit is very strong. You invite them to be baptized. One of them is very excited, agrees right away, and wants to talk about when. The other roommate is hesitant, so you continue talking about baptism and inviting him/her.

Comparative and Superlative (attributive adj.)

	Het celestiale koninkrijk	**is**		**het**	**beste**	**(het)**	**koninkrijk.**
	The celestial kingdom	*is*		*the*	*best*		*kingdom.*
Ja,	Het celestiale koninkrijk	is	(niet)	een	goed(e)	(het)	koninkrijk van heerlijkheid.
Yes,	*The celestial kingdom*	*is*	*(not)*	*a/an*	*good*		*kingdom of glory.*
Nee,	De zon			de/het	beter(e)	(de)	plaats.
No,	*The sun*			*the*	*better*		*place.*
Wat	Het terrestriale koninkrijk				best(e)	(de)	gave.
What…?	*The terrestrial kingdom*				*best*		*gift.*
Welk(e)	De maan				hoog(hoge)	(het)	doel.
Which…?	*The moon*				*high*		*goal.*
	Het telestiale koninkrijk				hoger(e)		
	The telestial kingdom				*higher*		
	De ster				hoogst(e)		
	The star				*highest*		
	De hemel				helder(e)		
	Heaven				*bright*		
	De hel				helderder*		
	Hell				*brighter*		
					helderst(e)		
					brightest		

Is het celestiale koninkrijk de hoogste plaats?

Is the celestial kingdom the highest place?

Ja, het celestial koninkrijk is de hoogste plaats.

Yes, the celestial kingdom is the happiest place

De ster is niet een helderder plaats.

The star is not a brighter place.

*Comparatives and superlatives follow the same rules as other adjectives (add an "e"), with one exception—*if the comparative has three or more syllables, there is no "e" added. Ex. Een gelukkiger plaats (no "e")*

Function: Asking about and describing objects, people, and their character-
Context: Kingdoms of Glory

Scenario

You are teaching Patrick. He is a 23-year-old engineering student. He and his parents are Protestant, but in name only. Religion has never played a part in their life. Patrick knows about Christ because of the classes he took in school. You are teaching him about the Plan of Salvation because he was curious about what happens after death.

1. Practice: Work with someone who is not your companion. One missionary plays the role of Patrick, and the other plays the role of the missionary. Using the grammar from this board display as well as any other grammar/vocabulary you know, explain to Patrick what happens after this life. The person playing the role of Patrick should struggle understanding "church-type vocabulary" and ask the missionary questions.

2. Re-practice: Switch roles and repeat the practice activity. This time the missionary should attempt to teach about life after death using an analogy or story to help Patrick understand the three degrees of glory.

To form a comparative, simply add 'er' to the end of the word.
• To form a superlative, add 'st' to the end of the word. (If the word ends with an 's', only add a 't'.)

Additional Scenario(s)

You are teaching Lydia/Klaus for the first time. She/he has been a faithful Catholic since she/he was born. She/he is from Poland where the people are very traditional and very Catholic. She/he had a baby 3 years ago and the baby passed away before it could be baptized into the Catholic Church. Ever since then she/he has struggled to have faith because she/he doesn't see a reason that her/his baby should go to hell like she/he was taught in the Catholic Church. You have taught her/him about the Plan of Salvation. You just finished teaching about our life on earth and you asked her/him, "Have you ever thought about what happens after death?" She/he says, "Yes, yes, yes. I know all about heaven and hell." You decide to explain the three degrees of glory so that she/he can see there is more than just heaven and hell.

Prepositional Compounds

	Wij	zullen	er-	over	praten.
	We	*shall*	*it*	*about*	*talk.*

Ja,	Ik	Wij
Yes,	*I*	*We*
Nee,	U/Jij	Jullie
No,	*You*	*You (pl.)*
Waar...?	Hij/Zij	Zij
What...?	*He/She*	*They*

zal	zullen
zult/zal*	**zullen**
zal	zullen
shall	
mag	mogen
mag	**mogen**
mag	mogen
may	
moet	moeten
moet	moeten
moet	moeten
must	
wil	willen
wilt	**willen**
wil	**willen**
want	
kan	kunnen
kunt	**kunnen**
kan	**kunnen**
can	

er-	over*	praten
it	*about*	*talk.*
daar-		bidden.
there		*pray.*
hier-		leren.
here		*learn/teach.*
	naar	luisteren.
	to	*listen.*
	van	getuigen.
	of	*testify.*
		genieten.
		enjoy.
	voor	vasten.
	for/before	*fast.*
er	vandaag	over bidden.
it	*today*	*about pray.*
daar	niet	over zorgen.
there	*not*	*about worry.*
hier	**nu**	**over nadenken.**
here	*now*	*about ponder.*

Waarover wilt u leren?
What do you want to learn about?
Ik wil daarover leren.
I want to learn about that.
Ik wil daar niet over leren.
I don't want to learn about that.

Zult u erover bidden?
Shall you pray about it?
Nee, ik wil er niet over bidden.
No, I don't want to pray about it.
U moet er niet over zorgen.
You must not worry about it.

Prepositional compounds are usually combined into* **one word *like 'erover', 'daarvan', or 'hiervoor'.*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Testifying

Scenario

You and your companion just finished a first meeting with two new investigators, Radenzio and Shania. They are very excited to come with you to church this Sunday but are very new to the city. Simply explain to them how they can best get to the church.

1. Practice: In pairs, practice giving directions to Radenzio and Shania. Since Radenzion and Shania are unfamiliar with the city, they will have to confirm each instruction in the directions by asking if they are correct. Have the missionaries draw out a map while they give directions to the other missionary.

2. Re-practice: Have missionaries switch roles and re-practice, but this time they will role-play the investigators, reminding each how to get to the church. Use the map as a reference.

it and them	**er**
that and those	**daar**
this and these	hier
what	waar

Additional Scenario(s)

(Provide one other scenario that can be used at another time, or in place of the one given above if the teacher feels that it better suits the needs of the class. Follow the same criteria given above in creating this scenario.)

	De kerkdienst	is	op zondag	en begint om	half tien (9.30).
	The church service	*is*	*on Sunday*	*and begins at*	*half ten (9:30).*
Ja,	De kerkdienst	is	op zondag	en begint om	half tien (9.30)
Yes,	*The church service*	*is*	*on Sunday*	*and begins at*	*half ten (9:30)*
Nee,	De doopdienst		op maandag	en is klaar om	half twee (13.30).
No,	*The baptism service*		*on Monday*	*and is over at*	*half two (1:30).*
	Priesterschapsvergadering		op dinsdag	om	kwart voor twee (13.45).
	Priesthood meeting		*on Tuesday*	*at*	*quater to two (1:45).*
	De avondmaalsvergadering		op woensdag	begint om	twee uur (14.00).
	The sacrament meeting		*on Wednesday*	*begins at*	*two o' clock (2:00).*
	De haardvuuravond		op donderdag	eindigt om	kwart over acht (20.15).
	The fireside		*on Thursday*	*ends at*	*quarter past eight (8:15).*
	De vergadering		op vrijdag	is om	tien voor half drie (14.20).
	The meeting		*on Friday*	*is at*	*ten before half three (2:20).*
	De ZHV (Zustershulpvereniging)		op zaterdag		tien over half drie (14.40).
	The Relief Society		*on Saturday*		*ten past half three (2:40).*
	Gezinsavond				tien voor drie (14.50).
	Family Home Evening				*ten before three (2:50).*

Begint de dienst om twee uur?
Begins the service at two o' clock?
Ja, de dienst begint om twee uur.
Yes, the service begins at two o' clock.
Nee, de dienst begint om drie uur.
No, the service begins at three o' clock

Om hoe laat begint de kerkdienst?
At what time begins the church service?
De kerkdienst begint om half elf (10.30).
The church service begins at 10:30.
De kerkdienst begint om half tien (9.30).
The church service begins at half ten (9:30).

**switch the subject and the verb to form a question*

Function: Asking and answering questions of time, date, and location
Context: Making Appointments

Scenario

You are near the end of your visit with Jan-Peter and want to invite him to attend church this coming Sunday. Together, you turn to D&C 59:8-10 and read the Lord's invitation for us to attend church ("Go to the house of prayer"). On behalf of the Lord, you invite him to attend church and show him the blessings that the Lord promises by reading verses 16 and 23. You ask questions to find how he feels about receiving these blessings and promise him that the Lord will keep his promises.

1. Practice: Have missionaries work in pairs, not necessarily with their companions. Using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have one missionary in each pair take the role of the missionary and practice inviting and promising blessings to the other missionary taking the role of Jan-Peter, as described above. Have them use the scriptures in the language in doing so.

2. Re-practice: Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

NOTE: Just like in English, the context of the situation or the sentence is usually enough to decifer whether or not the time referred to is AM or PM. However, in English writing the AM and PM are used, while in Dutch a 24-hour clock is used. In spoken Dutch, time of day can also be referred to by saying the following words after the hour:

- 's ochtends = in the morning
- 's middags = in the afternoon
- 's avonds = in the evening

Additional Scenario(s)

You are teaching a young man by the name of Micha who has asked why Mormons don't drink coffee and alcohol. You have just answered questions about the specifics of the Word of Wisdom, and now want to invite and promise him blessings that will come into his life if he is willing to follow the Lord's counsel. Using D&C 87:18-21, share with him the blessings the Lord has in store for him, and invite him to begin living the Word of Wisdom.

Have missionaries practice telling time by the half hour.

-It’s one o’ clock
-It’s five past one.
-It’s ten past one.
-It’s quarter past one.
-It’s ten before half one.
-It’s five before half one.
-It’s half two.
-It’s five past half two.
-It’s ten past half two.
-It’s quarter till two.
-It’s ten till two.
-It’s five till two.

-It’s two o’ clock.
-It’s five past two.
-It’s ten past two.
-It’s quarter past two.
-It’s ten before half three.
-It’s five before half three.
-It’s half three.
-It’s five past half three.
-It’s ten past half three.
-It’s quarter till three.
-It’s ten before three.
-It’s five before three.

Passive Voice

	De waarheid *The truth*	werd *became*	door *by*	Joseph Smith *Joseph Smith*	hersteld. *restored.*
Ja, *Yes,*	De waarheid *The truth*	werd(en) *(became)*	door *(by, through)*	Joseph Smith *Joseph Smith*	hersteld. *restored.*
Nee, *No,*	De apostelen *The apostles*			de apostelen *the apostles*	gepredikt. *preached.*
Omdat *Because*	Het priesterschap *The priesthood*			profeten *prophets*	geschreven. *written.*
Wat *What…?*	De verordeningen *The ordinances*			slechte mensen *bad people*	ontvangen. *received.*
Waarom *Why…?*	De schriften *The scriptures*			de mensen *the people*	gehoord. *heard.*
Waar *Where…?*	Het Boek van Mormon *The Book of Mormon*		vanwege *(because of)*	ongehoorzaamheid *disobedience*	gedood. *killed.*
Hoe *How...?*	De Kerk van Christus *The Church of Christ*			goddeloosheid *wickedness*	vervolgd. *persecuted.*
Door wie *By whom...?*	Hemelse Vaders plan *Heavenly Father's plan*				gewaarschuwd. *warned.*
	Het evangelie *The gospel*				veranderd. *changed.*
	De mensen *The people*				weggenomen. *taken away/off.*
					verloren. *lost.*

Waarom werd de waarheid verloren?
Why became the truth lost?
De waarheid werd vanwege goddeloosheid verloren.
The truth became because of wickedness lost.
De waarheid werd door ongehoorzaamheid verloren.
The truth became through disobedience lost.

Waarom werd het priesterschap verloren?
Why became the priesthood lost?
Omdat de apostelen gedood werden.
Because the apostles killed became (were).
Vanwege goddeloosheid en ongehoorzaamheid.
Because of wickedness and disobedience.

Function: Asking about and describing actions and events
Context: The Restoration

Scenario

You are in a first lesson with your investigator, Marijke, and you are helping her understand Jesus Christ's ministry, the great apostasy, and the restoration of the church.

1. Practice: Have missionaries work in pairs, not necessarily with their companions. Using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have one missionary in each pair take the role of the missionary and practice teaching about Jesus Christ, the great apostasy, and the restoration of the church using passive voice. You can use other past tenses, but have the focus be on passive voice.

2. Re-practice: Have the missionaries switch roles, and rotate practice companions and repeat the activity.

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